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ABSTRACT

Since 1976, a special training program in educational administration for persons with a professional background in vocational education has been conducted at Northern Illinois University. This program is known as the New Opportunities in Vocational Education Project and has an affirmative action emphasis. This supplemental report of the project contains reports of the three project-related investigations in vocational education administration. The first paper presents an analytic framework for conceiving and carrying out administrative training, particularly training with an affirmative action emphasis. It provides a model for training and access for minority and female educators. The second paper in the report presents findings of attitudes and beliefs of vocational educational administrators about selected affirmative action issues. Data from this study indicated that negative attitudes toward women and minority group members as administrators still exist. The third paper presents attitudes and beliefs of vocational education administrators about selected issues confronting vocational administration at the local level. The data presented in this paper indicate that many assumptions about issues confronting vocational education administration at the local level that typically inform vocational administration training programs are only partially correct, and in some cases, substantially incorrect. (KC)

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THREE INVESTIGATIONS IN VOCATIONAL EDUCATION ADMINISTRATION

A NEW OPPORTUNITIES IN VOCATIONAL EDUCATION PROJECT

SUPPLEMENTAL REPORT

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PREFACE

Since the Fall of 1976 and continuing through the Spring of 1980, the Faculty of Educational Administration of the Department of Leadership and Educational Policy Studies at Northern Illinois University has hosted a special training program in educational administration for persons with a professional background in vocational education. The program is known as the "New Opportunities in Vocational Education Project" and has been funded by the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education. The project has had an affirmative action emphasis and has actively recruited qualified women and minority group persons to participate in the training activities of the project. A total of thirty-nine persons have participated in project training during its four year history. The project has also had success in assisting persons who have completed administrative certification and/or advanced degrees in conjunction with project training to find employment in the field of educational administration.

In addition to providing training opportunities for qualified persons, the project staff undertook the task of engaging in research and development activities related to selected aspects of and issues surrounding the administration of vocational education programs in the State of Illinois. The purposes of these research and development efforts were, first, to generate information which would specifically inform the training component of the project, and second, to provide information which would contribute more generally to the state of the art in educational administration training programs.

This supplemental report of the New Opportunities in Vocational Education Project contains reports of three project related investigations in vocational education administration. Additional documents containing reports of other project research and development efforts include the following:

New Opportunities in Vocational Education Project Reports

Year One: 1976-1977 (Grant # PCE-A7-043, 301 pp.)

Year Two: 1977-1978 (Grant #RDE-B8-523, 132 pp.)

Year Three: 1978-1979 (Grant #RD5-C9-112, 110 pp.)

Year Four: 1979-1980 (Grant #R-35-40-X-0433-112, 120 pp.)

Vocational Education Administration: A Case Approach to Competency Development. (Completed under Grant #RD5-C9-112 and Grant #R-35-40-X-0433-112 and authored by the editors of this supplemental report.) 1980.

The first paper included in this supplemental project report presents an analytic framework for conceiving and carrying out administrative training, particularly training which has an affirmative action emphasis. Clearly, providing administrative training for women and minority group members requires an information base and training strategies which are substantially different from those which are typically employed in training majority males. To date, however, those frameworks pertaining to the creation and delivery of affirmative action training programs which have emerged in the literature have not been fully formed. Neither have they provided an adequate operational base.

The model presented in the first paper, emphasizing as it does a comparatively wide range of variables and attempts to integrate them, offers a framework from which other training programs with purposes similar to the New Opportunities in Vocational Education Project can begin their work. In 1976, when the New Opportunities Project was first funded, the competency based vocational administration training programs developed at Northern Illinois

University's sister institutions in the state provided a welcome but substantially incomplete base from which to carry out the project's training activities. Hopefully the authors, by presenting a model for training and access for minority and female educators, have enriched that base.

The second and third papers included in the report present findings of two different aspects of a single study. The second paper reports the attitudes and beliefs of vocational educational administrators about selected affirmative action issues. The third paper reports attitudes and beliefs of the same population about selected issues confronting vocational administration at the local level.

The attitudes and beliefs of vocational administrators about affirmative action issues have high salience for affirmative action training programs. It is unfortunate but none the less apparent that there are school district environments in which, regardless of the degree of their administrative competence or potential, women and minority group members are still unwelcome in administrative roles. Preparing women and minority group persons to be competent in vocational administration therefore mandates that they have specific knowledge about how administrators-in-place might feel about them. This is essential so that training activities can be structured to assist the training participants to be effective in dealing with any negative attitudes that they might encounter during training or in the field.

Although the existence of negative attitudes toward women and minority group members as administrators is indicated by the data presented in the second paper, the tone of the paper is hopeful, even optimistic. But it is clear that the time has not yet arrived when every newly certified administrator is welcomed into an administrative position on the basis of his or her competence and not excluded because of gender, race, or ethnic group membership.

As previously indicated, the third paper included in the report presents attitudes and beliefs of vocational education administrators about selected issues confronting vocational administration at the local level. These attitudes and beliefs also have high relevance to administrative training. Specific knowledge about such attitudes and beliefs is also prerequisite to success on the job for all administrators, especially in those instances where individual perceptions may be different from existing conditions.

The data presented in the third paper indicate, not surprisingly, that many assumptions about issues confronting vocational education administration at the local level which typically inform vocational administration training programs are only partially correct. In some cases, these assumptions are shown to be substantially incorrect. The effectiveness of administrative training programs which emphasize the preparation of women and minority group persons will be influenced by the extent to which training provided is based on appropriate assumptions about local level administrative issues.

The three investigations in vocational education included in this report represent a wide range of interests and information relevant to vocational education administration training. It is hoped that the information presented will prove to be useful in other training programs and serve as a basis for further investigation that will enhance our collective capacities to provide excellent administrative training.

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VOCATIONAL EDUCATION ADMINISTRATION: A MODEL FOR TRAINING AND ACCESS FOR MINORITY AND FEMALE EDUCATORS

By Muriel Mackett-Frank, Ph.D. and Frederick P. Frank, Ph.D.*

Issues surrounding training for and access to both vocational and non-vocational education administration positions by all educators, including minorities and females, continue to be of fundamental interest and concern. For it is those who are both trained for and have achieved access to positions in educational administration who become the professional leaders of our schools. Concerns for the status of minorities and females in administration have led to the creation and funding of special administrative training programs for minorities and females.

One such special training program is the New Opportunities in Vocational Education Project, funded by the Illinois State Board of Education, Division of Adult, Vocational, and Technical Education and housed in the Department of Leadership and Educational Policy Studies, Northern Illinois University.[1] A total of thirty-nine minority and female educators have participated in project training during its four year history, from 1976 to 1980.

The training activities of the New Opportunities Project provide a basis for examining the need for special administrative training for minority and female educators; for proposing frameworks for training minority and female educators in vocational education administration; and for proposing data-based training strategies to prepare minority and female educators for vocational education administration. A presentation and discussion of the work of the New Opportunities Project in these three areas follows.

It should be noted that, although the work of the project as presented here has been supported by data gathered through project research and evaluation, the information presented is subject to further testing and validation through continued research. Also, although stated here in terms of vocational education, the work of the project is presumed to be applicable to all sectors of educational administration.

The Need for Special Administrative Training for Minority and Female Educators

The need for provision of special administrative training for minority and female educators hinges in part on issues related to the control of schooling. As noted previously, it is those who are both trained for and achieve access to positions in educational administration who become the professional leaders of schools. It is administrators who legitimately and appropriately hold substantial control of schools. Administrators therefore have extensive legitimate influence on both the policies which guide schooling at the local level and on the managerial analogues of those policies which are implemented in the schools.

Administrators in both the non-vocational and vocational sectors are in turn subject to controls on their functioning which originate in the legislative, judicial, and regulatory agencies at the local, state, and federal levels. Administrators are also subject to potent social, cultural, and political forces in the complex societal environment which surrounds the schools.[2] These external factors define and limit the more immediate controls which can be exercised at the local level on all educational programs.

Although vocational education programs are thus influenced by the whole school governance structure and by management decisions made with respect to other non-vocational programs, the immediate control of vocational education programs rests with the administrator charged with that responsibility, the director of vocational education or the equivalent. The vocational administrator's "control" of these programs may include:

* Influencing policy, procedures, and decisions made in the non-vocational sector which affect the vocational sector.
* Interpreting these non-vocational policies, procedures, and decisions in terms of operating policies and procedures for the vocational sector.
* Determining the array of vocational programs which will be offered at the local level.
* Influencing the conditions of delivery of the various vocational programs as well as their curricula and instruction.
* Determining budget and deployment of funds, staff, equipment, and materials between the various vocational programs offered.
* Influencing which students have access to which vocational programs on the basis of, for example, achievement records, gender, socio-economic level, or racial or ethnic background.[3]

Vocational administrators, by virtue of their formal positions as well as their ability to participate in the informal organization, thus have significant influence over the conditions under which vocational education will be provided and the outcomes of vocational education programs. The question of who administers these programs is therefore relevant.

It has been well documented that minority and female educators are severely underrepresented in administrative positions in all sectors of education, including the vocational sectors.[4] Minorities and females are all but excluded from formal leadership roles in schools, which severely limits their participation in the formal "control" of schools, including both the vocational and non-vocational sectors.

These factors point to two major areas of concern. The first area of concern relates to creating equity in administrative access for minorities and females. Although many efforts to address this equity problem have been undertaken, including special training programs, the problem continues and in some respects has become more severe.[5]

The second area of concern relates to improving the quality of vocational education programs in which black, other minority and female children participate. Improving the quality of these vocational education programs might be achieved in part through increasing the degree and quality of black, other minority, and female educators' participation in the formal control over schooling. To start, this would quite obviously require increasing the numbers of minority and female educators among the ranks of vocational and non-vocational educational administrators.

In this context, training for and access to administrative positions in vocational education by minorities and females can be seen to have particular importance. But despite this importance, administrator training efforts and routes for accessing administrative positions continue to be subject to complex school-related and other societal controls, controls which are painfully real and which act as potent barriers to development of administrative competence and access to positions for minorities and females.[6] A prime example of such controls is the white-male-dominated administrator networking system which has in fact, if not necessarily by design, effectively excluded minorities and females.

While such controls or barriers may be linked to a wide range of factors, such as class mobility, both the affirmative action literature and the work of the New Opportunities Project support the contention that barriers to job training and job access are fundamentally linked to both minority status (race and ethnicity) and gender. This link appears valid in terms of both:

* The race, ethnicity, and gender of any individual and the individual's race, ethnic, and gender-related patterns of socialization and their resultant world view, behavior, and expectations. Not all minority and gender-related factors constitute barriers and not all individuals will experience the same kinds of barriers. But when such barriers are present, they indicate needs for special training to impact the individual and his or her ability to cope productively with them.

* Patterned perceptions held by others (including administrators, teachers, and society at large) about the race, ethnicity, and gender of any individual and the race, ethnic, and gender-related patterns of expected roles and behaviors held by others for that individual. Again, not all race, ethnic, and gender-related perceptions present barriers. But when such barriers are present, they indicate needs for special training to impact the other individuals and the school organization as well as the individual's ability to cope productively with them.

The full range and interrelationships of factors which are pertinent to understanding such barriers are not, and cannot be expected to be, fully understood. But removal or neutralization of barriers to competence and access can, nevertheless, be facilitated by provision of special administrative training for minorities and females. It is on this reasonable assumption that the case for provision of special training ultimately rests.

Frameworks for Training Minority and Female Educators in Vocational Education Administration

As a result of this interpretation of the vocational education administration training needs of minorities and females and related work of the project, it was determined that a broad framework for conceptualizing, organizing, and carrying out training is essential to conducting a successful training program. Further, the work of the project indicates that such a training framework must provide for:

* Development of generic administrative competencies, or competencies which are common to all of educational administration.
* Development of administrative competencies which are specific to vocational education including:
  * Competencies related to knowledge of the range of roles and role responsibilities in vocational administration and the capacity to distinguish between relatively effective and ineffective role performance.
  * Competencies related to the capability to effectively perform the various field roles in vocational administration.
* Development of additional or special competencies necessary for minorities and females to perform effectively in training and in the field including:
  * Competencies related to any special needs based on, for example, race, ethnic, and gender-related socialization or previous educational opportunity or achievement.

- Competencies related to knowledge of possible sources of racial, ethnic, or gender-based barrier-producing perceptions and their impacts on training and competent field performance.
- Competencies related to capability to analyze and cope productively with any such barriers in training or in the field.

* Development of links with the field to assist in both pre-service training and eventual placement.

Three related frameworks which are responsive to these needs have been developed through the work of the project: a competency-based model for conceiving, organizing, and carrying out training; a model for analysis of pertinent training variables; and a model for analysis of negotiation of leader status positions. The development of these models has been sequential. Each represents an elaboration or refinement of the preceding model and reflects the evolution of project development.

The Competency-Based Training Model

The competency-based training model that was developed through the project is displayed in Figure 1. The purpose of the model is to display the interrelated components of the training process and thereby illustrate a framework within which training may be conceived, organized, and carried out.

The model assumes procedural and substantive interrelationships between the thirteen dimensions. Although full implementation of the model has not been achieved to date, a narrative explanation of all its dimensions follows:

- Dimension I. Ongoing research and evaluation which would continually inform all the other dimensions (II-XIII).
- Dimension II. Evaluation and testing of training variables in at least five categories: Knowledge Base; Task Areas; Conditions of the Administrative Position; Conditions of Administrative Performance; and Training Methods. (See the following section and Figure 2 for

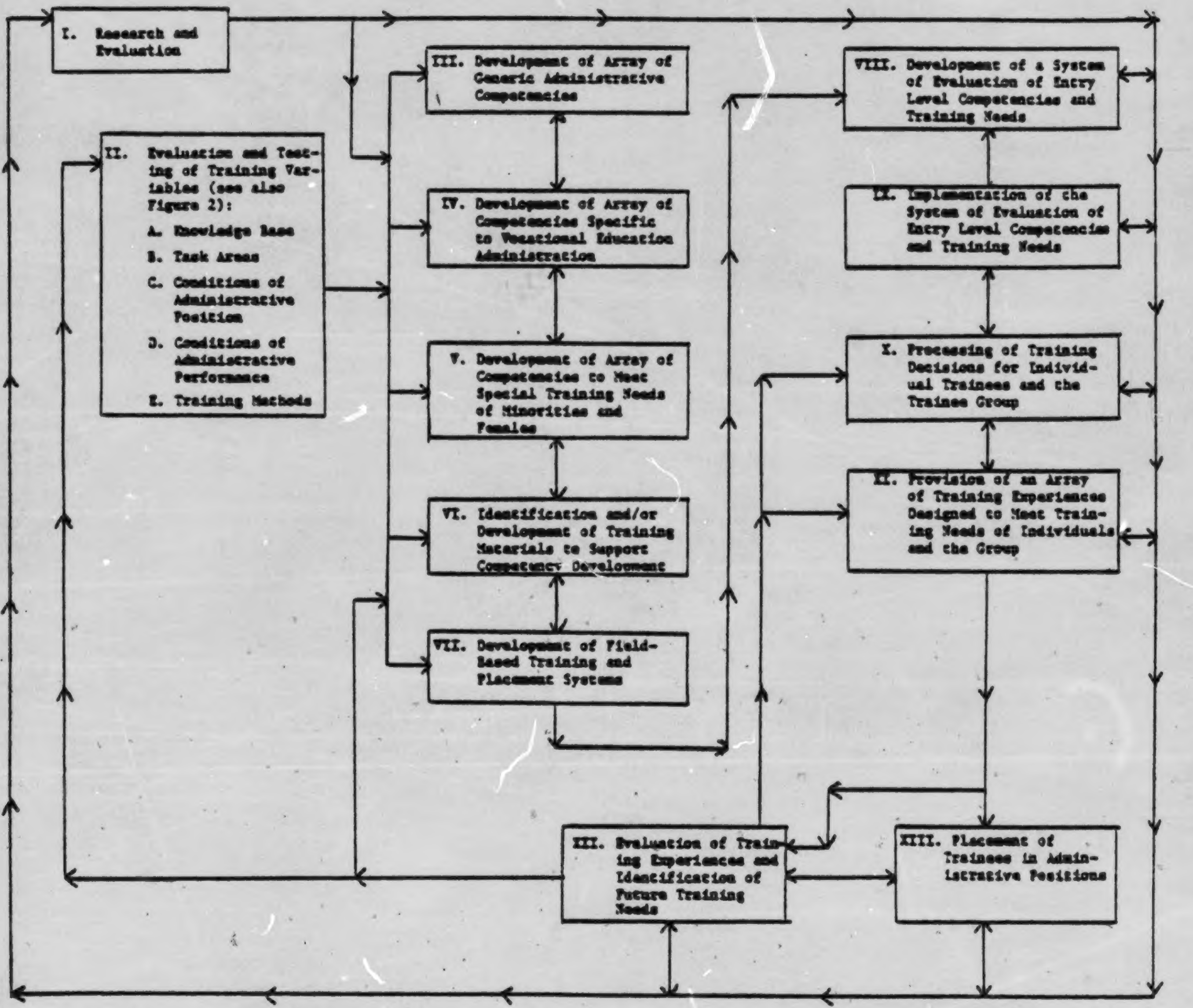
I. Research and Evaluation
II. Evaluation and Testing of Training Variables (see also Figure 2):
A. Knowledge Base
B. Task Areas
C. Conditions of Administrative Position
D. Conditions of Administrative Performance
E. Training Methods
III. Development of Array of Generic Administrative Competencies
IV. Development of Array of Competencies Specific to Vocational Education Administration
V. Development of Array of Competencies to Meet Special Training Needs of Minorities and Females
VI. Identification and/or Development of Training Materials to Support Competency Development
VII. Development of Field-Based Training and Placement Systems
VIII. Development of a System of Evaluation of Entry Level Competencies and Training Needs
IX. Implementation of the System of Evaluation of Entry Level Competencies and Training Needs
X. Processing of Training Decisions for Individual Trainees and the Trainee Group
XI. Provision of an Array of Training Experiences Designed to Meet Training Needs of Individuals and the Group
XII. Evaluation of Training Experiences and Identification of Future Training Needs
XIII. Placement of Trainees in Administrative Positions

Figure 1

Competency-Based Model for Training
Minority and Female Educators
in Vocational Education Administration

explanation of these categories.)

* Dimension III. Development of an array of generic administrative competencies, or competencies which are common to all of educational administration.

* Dimension IV. Development of an array of competencies which are specific to vocational education administration.

* Dimension V. Development of an array of competencies which are adequately representative of the special training needs of minorities and females.

* Dimension VI. Identification and/or development of training materials appropriate to support competency development.

* Dimension VII. Development of field-based training and placement systems.

* Dimension VIII. Development of a system for evaluation of entry level competencies and training needs.

* Dimension IX. Implementation of the system of evaluation of entry level competencies and training needs.

* Dimension X. Processing of training decisions for individual trainees and the trainee group with consideration of identified entry competencies and training needs.

* Dimension XI. Provision of an array of training experiences designed to meet the competency levels and training needs of individual trainees and the trainee group as a whole.

* Dimension XII. Evaluation of training experiences and identification of future training needs, which provide feedback into all other dimensions of the training model.

* Dimension XIII. Placement of individual minority or female educators in administrative positions in the vocational or non-vocational sector.

This training model is standard in many respects by comparison to other competency-based educational training models, including the underlying assumptions that competencies are subject to systematic definition and that some pre-defined order can be brought to bear on the training process.[7] The model is also subject to standard problems associated with competency-based training, including problems related to full implementation, criteria for decision making, and integration of competencies into meaningful behavior sets.

With regard to the problem of full implementation, aside from the more obvious problems related to funding and staffing, full implementation of the model implies an understanding of human behavior and cause and effect in the training and job environments that is beyond the current capability of the educational community as well as the behavioral sciences. Current capabilities to explain and predict behavior are simply not adequate to full implementation.[8] Full implementation in any one or more training sites is thus highly unlikely and may not be completely desirable as a goal given these limits on knowledge.

With regard to the problem of criteria for decision making, inherent in the model are a number of crucial decision points which have no established or commonly agreed upon criteria or standards for decision. What is the relevant population of generic, vocational, and race, ethnic, and gender-related competencies? How can these competencies be measured? What training materials will be useful in developing competencies? What training experiences and instructional methods should be used to develop competence? When and how should trainees be declared to be competent? Depending on the knowledge, skill, and intent of the individuals who may implement this (or some other related) model, training decisions and training itself may be more or less effective.

With regard to the problem of integration of competencies into meaningful behavior sets, the model provides a basis for bringing order and organization into the training process. While such order may be operationally useful and cognitively comforting, in the end it is a mischievous illusion if the implementers of the model also think that such order accounts for the whole of "real-world" administrative behavior and skills. Again, competent administration requires an integration of discrete competencies into sensible and meaningful wholes. Achievement of competence may thus require transcending the model in ways which may be difficult or impossible to define or predict.

In spite of these problems, the model does serve the essential purposes of providing a common reference point for organization of training and of establishing the bases and directions for training decisions. These are important contributions to any administrative training and have been especially important to the consistency and quality of training provided to diverse project trainees with diverse training needs over the four year history of the New Opportunities Project.

A critical ingredient here has been the attention in Dimension II (Figure 1) to training variables related to the administrative knowledge base, task areas, conditions of administrative position, conditions of administrative performance, and training methods. Such variables are not typically attended to in other educational administration training models. The model is therefore unique in this respect and appears to have the potential to significantly impact training and access for minorities and females in other training efforts. An explanation of these variables and their importance to training and access is provided in the following section.

Model for Analysis of Selected Training Variables

The model for analysis of the selected training variables that was developed through the project is displayed in Figure 2. This model presumes the following:

* Dimensions I and II. That there are relatively definable and predictable knowledge bases (I) and task areas (II) for both generic and vocational education administrative training and job performance.
* Dimensions III and IV. That there are conditions on the administrative position (III) and on administrative performance (IV) which imply special training and competency needs related to:
  * The level or title of the position.
  * The administrative unit in which the position is held.
  * The racial, ethnic and gender group of the individual trainee or administrator.
  * The individual's relative superordinate or subordinate status position as related to racial, ethnic, or gender group.
  * Whether the locus of the position is inside or outside the individual's major or primary vocational area of expertise.
  * And whether the individual, by virtue of his or her field of expertise, status position, race, ethnicity, or gender has relatively high or low acceptance in the field.
* Dimension V and VI. That these training variables interact with the methods used in training (V) to produce and/or affect the training experience and outcome and ultimately performance on the job (VI).

The essence of this model (Figure 2) can best be understood if it is perceived as a multidimensional, multi-celled figure in which any and all variables may interact (VI) with any and all others. Thus, the

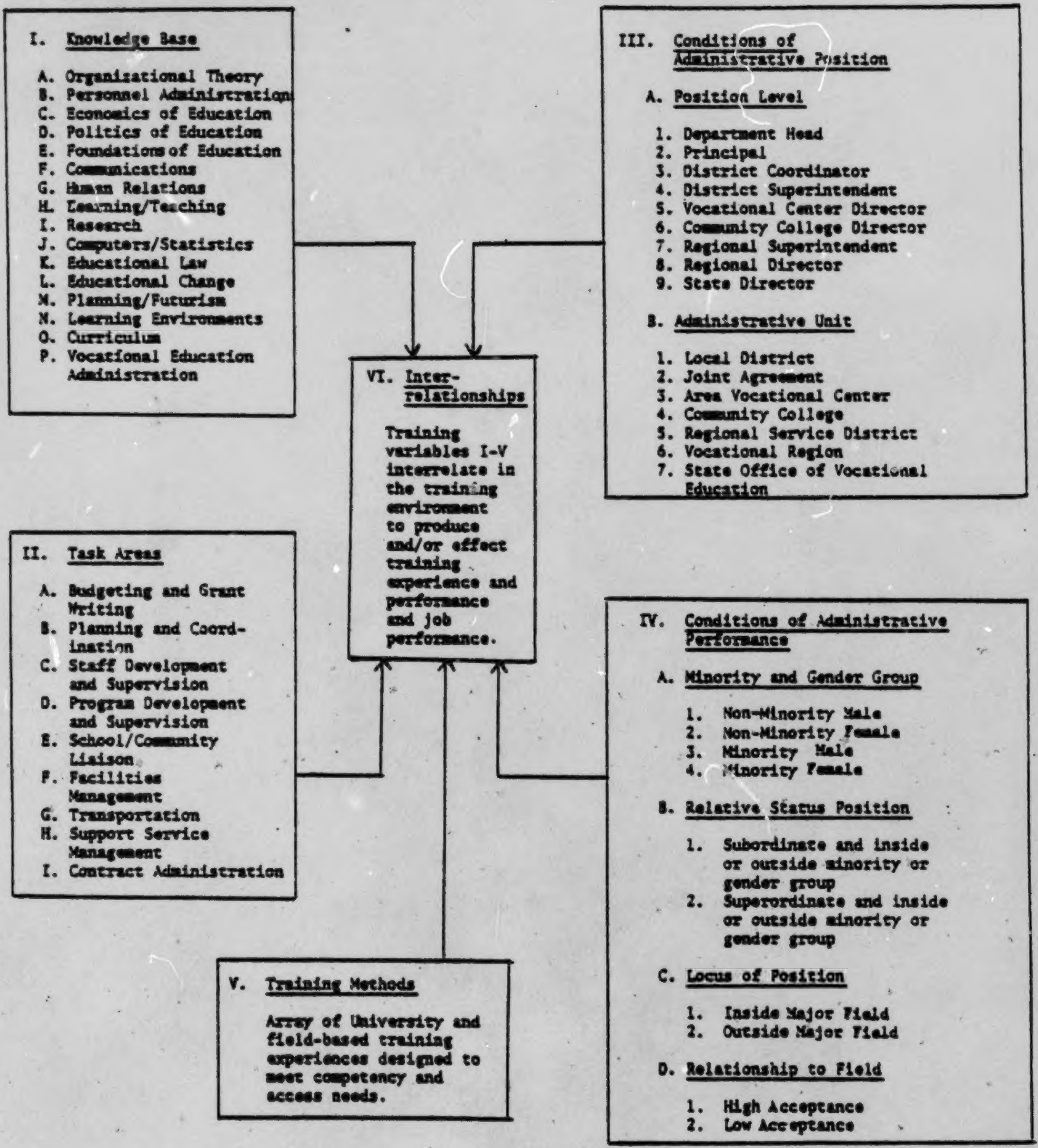
I. Knowledge Base
A. Organizational Theory
B. Personnel Administration
C. Economics of Education
D. Politics of Education
E. Foundations of Education
F. Communications
G. Human Relations
H. Learning/Teaching
I. Research
J. Computers/Statistics
K. Educational Law
L. Educational Change
M. Planning/Futurism
N. Learning Environments
O. Curriculum
P. Vocational Education Administration
III. Conditions of Administrative Position
A. Position Level
1. Department Head
2. Principal
3. District Coordinator
4. District Superintendent
5. Vocational Center Director
6. Community College Director
7. Regional Superintendent
8. Regional Director
9. State Director
B. Administrative Unit
1. Local District
2. Joint Agreement
3. Area Vocational Center
4. Community College
5. Regional Service District
6. Vocational Region
7. State Office of Vocational Education
VI. Inter-relationships
Training variables I-V interrelate in the training environment to produce and/or effect training experience and performance and job performance.
II. Task Areas
A. Budgeting and Grant Writing
B. Planning and Coordination
C. Staff Development and Supervision
D. Program Development and Supervision
E. School/Community Liaison
F. Facilities Management
G. Transportation
H. Support Service Management
I. Contract Administration
IV. Conditions of Administrative Performance
A. Minority and Gender Group
1. Non-Minority Male
2. Non-Minority Female
3. Minority Male
4. Minority Female
B. Relative Status Position
1. Subordinate and inside or outside minority or gender group
2. Superordinate and inside or outside minority or gender group
C. Locus of Position
1. Inside Major Field
2. Outside Major Field
D. Relationship to Field
1. High Acceptance
2. Low Acceptance
V. Training Methods
Array of University and field-based training experiences designed to meet competency and access needs.

Figure 2

Model for Analysis of Selected Training Variables degree and type of knowledge (I) required to perform any given task (II) will depend on part upon the particular conditions of the administrative position (III) and on the conditions of administrative performance (IV). The appropriate training methods (V) will depend upon the particular configurations of these variables in each instance.

To illustrate, a department head may require different knowledge of personnel administration and ability to administer a negotiated contract than will a district or vocational center director. A minority or female administrator might have to utilize human relations skills differently than a white male administrator because of the ways they may be perceived as "leaders" by others. Superordinates may need different operating skills than subordinates and both may need the ability to utilize both sets of skills when relatively superordinate or subordinate.

Exploratory data gathered through project evaluation indicates that the minority and gender variables under Dimension IV of the model, Conditions of Administrative Performance (Figure 2), are particularly significant to the interaction of the selected training variables. Seventeen practicing vocational administrators were asked to indicate their perceptions of problems and needs associated with minorities and females accessing and functioning in vocational administration positions. Of the seventeen, ten were white males, two were black males, three were white females, and two were black females. Their perceptions of problems and needs are presented in Table 1.[9] The race and gender of the respondent in each case is not provided for purposes of preserving anonymity.

These data indicate that administrative competence may be defined in terms of the white male and that there may be different standards and norms

Table 1

Problems and Needs for Minorities and Females Accessing and Functioning in Vocational Administrative Positions As Identified by Practicing Vocational Administrators (n=17)

	Stated by Administrators Interviewed as Associated With:		
Identified Problem or Need	Job Access	Job Functioning	Both
1. Needed competencies frequently are learned but not taught; females and minorities need to access informal learning systems of white males.			X
2. Cultural differences of minorities will create problems in white schools - especially differences in assumptions about family structure.		X	
3. Females and minorities must have same skills in greater degrees; difference is not presence or absence of skill or in kind, but in degree.			X
4. Because of high scrutiny and suspicion by white males, females and minorities must have higher degree of knowledge of self (values and biases) and resultant sense of security.			X
5. Most unacceptable females and minorities will be those that have to prove "self to self." Must be secure to be successful.		X	
6. Females and minorities should be prepared for problems in human relations due to negative expectations of others.		X	
7. Females and minorities should avoid letting self be hired as tokens and avoid being patronized. Being honest about abilities will lead to success. Taking too much responsibility too soon will lead to failure.	X		
8. Females and minorities should not be "Uncle Toms" but should also not be pushy, offensive, or over-compensating.		X	

Table 1 (Continued)

Identified Problem or Need	Job Access	Job Functioning	Both
9. Females and minorities should not perform jobs with "axe to grind." This will lead to low acceptance and job problems.		X	
10. Females and minorities must have superior track records and unquestionable certification. Will lead to greater acceptance by others.			X
11. Females and minorities must be able to back up decisions with knowledge and justify behavior to others in order to gain acceptance.		X	
12. Minorities should be aware of problems related to social class. Minorities of middle class will have no problems. Minorities of lower socio-economic status will have trouble due to poor ability to communicate, lack of and informal learning, and lack of enculturation to white middle class.			X
13. Females and minorities must have excellent qualifications and experience. Then they can be evaluated for a job on the basis of whether or not they can do job.	X		
14. Sex and race can make the difference in administrator's ability to handle student discipline--depending on student and staff expectations. Sex and race can be favorable or unfavorable.		X	
15. Spanish Americans will have greater job access in rural areas of Illinois than Blacks due to rural community (not necessarily school staff) prejudice against Blacks.	X		
16. Females should be cooperative, sincere, and like the job. They shouldn't engage in self-defeating behavior (women's lib behavior).		X	
17. Everyone should realize that some people shouldn't be administrators--including some males, some females, some Whites, some Blacks.	X		

Table 1 (Continued)

Identified Problem or Need	Job Access	Job Functioning	Both
8. Sex and Race shouldn't matter as long as individual is competent. But higher standards of competence for females and minorities are and will continue to be applied due to prejudice.			X
19. Females should realize that they may have an advantage in not being "one of boys" (this leads to bad decisions through being unable to have broad perspective). Females are in a position to be more objective than males and to make better decisions.		X	
20. Females and minorities should be aware that stereotypes are often applied to white males as well as themselves. They should avoid making this mistake (applying stereotypes to white males).		X	
21. Blacks should be aware that in rural areas, their qualifications won't make any difference because rural people just won't accept them. But females will not have many problems being accepted in rural areas. Divorced females will be rejected for jobs.	X		
2. Blacks and females should have full qualifications and not rely on sex or race to get job. They must be overqualified by comparison to average white male.	X		
3. Females and minorities should be aware that schools and communities will attribute mistakes or poor performance to sex or race. This will not happen with white males.		X	
24. Females and minorities must have 5 years of related experience outside of education to be accepted as administrators. Preference will go to older people who have done this and who have come up through ranks of system.	X		

Table 1 (Continued

Identified Problem or Need	Job Access	Job Functioning	Both
25. Females and minorities must "pay dues." Trying to take short cuts to top will lead to extra trouble and low acceptance. Realities of job must be learned on job.	X		
26. In urban areas, black females have best chance for jobs regardless of qualifications. In rural areas, white males have preference. Personnel decisions are usually not in hands of professionals.	X		
27. Females and minorities must be "super-qualified" and "walk softly" on job to overcome resistance to their sex or race.			X
28. Females and minorities should expect on-the-job problems in Human Relations and School-Community Relations.		X	
29. Acceptance of females and minorities will depend on racial composition and sex-orientation of faculty, not on competency.			X
30. Females should expect students and staff to "unload" more personal problems on them than they would on males.		X	
31. Females and minorities should expect to stay longer in one job before moving "up ladder" than would white males.			X
32. Females must exhibit more tenacity and drive than males; must do twice as well as men to be thought half as good.			X
33. Females and minorities must have greater ability to sell selves and talents than white males since they will not be assumed to be competent (as are white males).			X
34. Females and minorities may have difficulty convincing others that they have temper, attitude, fairness, honesty, and basic skills needed to be administrator.			X

operating for minorities and females as compared to white males.[10] It is probable that the more discrepant any individual (minority or non-minority, male or female) is from standards and norms based on white male administrator models, the more difficult the training task. Such persons, if they so choose, may have more and different things to learn to be and be seen as competent administrators than less discrepant persons. The choice of whether to pursue the normative model or to create an alternative administrative model should be based on the individual's understanding and valuing of what is to be gained and lost by the individual in the process. It has also been argued that the development or presentation of alternative administrative models may generate benefits to the school organization and be well worth the risks that result from coping with the differences.

An interesting and important structure of training needs and competencies required for minorities and females to function effectively in field positions in vocational education administration emerged from project testing of the model of selected training variables (Figure 2). It was determined that further development of concepts and strategies related to the selected training variables displayed in the model was dependent upon development of an analytic model which would begin to account for a high level of complexity of these and additional training variables and their rich interrelationships.

The analytic model which was developed focuses on negotiations of leader status positions as a fundamental component of both competence and access. This model and its implications are presented and discussed in the following section.

A Model for Analysis of Negotiations of Leader Status Positions

The model for analysis of negotiations of leader status positions that was developed through the work of the project is displayed in Figure 3. The substance of the model is responsive to the determination that these negotiations of status positions are pivotal to examining and revealing the complexity and richness of interrelationships of the selected training variables displayed in Figure 2. The model presented in Figure 3 is data-based and presumes that the following components of leader status positions are both operating and significant in the conduct of vocational (and all other) educational administration training and practice.[11]

- Hierarchical power and authority relationships represented by superordinate, peer, and subordinate status positions.
- Negotiations of status shifts in these relationships including, for example, superordinate negotiation of peer status; subordinate negotiation of superordinate status; or peer negotiation of superordinate status.
- Formal and informal modes of organizational behavior for negotiating status shifts in these relationships.
- Personal bases for negotiation of status shifts in these relationships including the previously identified variables of race, ethnicity, and gender, as well as the additional variables of age, social status, physical characteristics, and handicapping conditions.
- Professional bases for negotiation of status shifts in these relationships including professional expertise and formal role position.
- Multidimensional negotiations of status shifts in these relationships on different bases with respect to the same and different individuals at different times.

Type of Negotiation of Status Position

Bases for Negotiation of Status Position		I. Superordinate-Subordinate "Formal" or "Informal" Behavior of Formal Superordinates With Respect to Negotiation of Status Position Relative to Their Formal Subordinates			II. Peer-Peer "Formal" or "Informal" Behavior of Formal Peers With Respect to Negotiation of Status Position Relative to Their Formal Peers			III. Subordinate-Superordinate "Formal" or "Informal" Behavior of Formal Subordinates With Respect to Negotiation of Status Position Relative to Their Formal Superordinates		
		A. Negotiation of Superordinate Status	B. Negotiation of Peer Status	C. Negotiation of Subordinate Status	D. Negotiation of Superordinate Status	E. Negotiation of Peer Status	F. Negotiation of Subordinate Status	G. Negotiation of Superordinate Status	H. Negotiation of Peer Status	I. Negotiation of Subordinate Status
V. Personal Bases	J. Race	1	2	3	4	5	6	7	8	9
	K. Ethnicity	10	11	12	13	14	15	16	17	18
	L. Gender	19	20	21	22	23	24	25	26	27
	M. Age	28	29	30	31	32	33	34	35	36
	N. Physical Characteristics	37	38	39	40	41	42	43	44	45
	O. Social Status	46	47	48	49	50	51	52	53	54
	P. Handicapping Conditions	55	56	57	58	59	60	61	62	63
Professional Bases	Q. Professional Expertise	64	65	66	67	68	69	70	71	72
	R. Formal Role Position	73	74	75	76	77	78	79	80	81

Figure 3

Model for Analysis of Negotiations of Leader Status Positions

The essence of the framework expressed in this model (Figure 3) is that formally fixed status positions are behaviorally and interactively fluid rather than fixed. People in organizations, although they hold a given formal status position, behaviorally and interactively "jockey" to temporarily change or shift this status position relative to others. This is a normal condition of organizational functioning.

To illustrate, a superintendent may behave as peer to a principal in recognition of or to strategically gain use of the principal's professional expertise in, for example, staff development. Teachers and administrators may behave as peers on the basis of common race, ethnicity, gender, or age. An older and experienced teacher may behave as superordinate to a young new teacher on the basis of both age and presumed superior professional expertise. A principal may play "one-up-man-ship" with another principal to be seen as or to establish informal superordinate status in the eyes of teachers or other administrators. All of the individuals in these examples may, at other times and for other reasons, behave in different modes to achieve different status positions relative to others.

Such examples of negotiations of status shifts will be familiar to any one who has been a staff member in an educational organization. Some would in fact contend that this negotiating and shifting makes organizational life interesting. Many would also agree that the ability to negotiate the "right" status with the "right" person at the "right" time may be requisite to organizational survival and advancement. One's history of and capability in negotiating appropriate status shifts appears to be related to both the capability to be perceived as and to be a "leader".

All persons, including white males, who participate in the life of an educational organization are presumed to be more or less subject to status shifts and their effects. But the concept of status shifts has particular power relative to training and access for minorities and females. The data generated by the project supports the assertion that minorities and females are particularly subject to negotiations of inappropriate statuses based on inappropriate uses of personal factors, particularly race, ethnicity, gender, age, and physical characteristics. Further, it appears that in this domain minority and non-minority females are more affected or at risk than minority males.

It should be clearly noted that negotiation of inappropriate statuses is not necessarily just something that is done to minorities and females by "malevolent" others. Others may be completely well-intentioned in their behavior but may unconsciously or unwittingly contribute to the problem. In addition, negotiations of inappropriate statuses may well be knowingly or unknowingly done by minorities and females to themselves and others.

But regardless of the source, when inappropriate shifts are systematically present over time, the cumulative effect is to produce or exacerbate barriers and to undermine or cripple the individual's and the system's capacities to remove, neutralize, or deal productively with barriers. Minority and female educators fail to become formal "leaders", the cycle continues, and training and access become increasingly more difficult and distant. The cycle may also apply to individuals on the basis of age, physical characteristics, social status, or handicapping condition.

The power of status shifts and their effects can be illustrated through presentation of exploratory data gathered through project evaluation. Project participants were asked to volunteer "real world" experiences or behaviors which illustrated or supported the model (Figure 3). Two types of data resulted: specific examples of status shift behaviors (corresponding to some of the eighty-one cells in Figure 3) and specific examples of behaviors or events which the respondents perceive as being related to hierarchical status positions and status shifts and as being either barriers to or facilitators of competency development and access.[12]

Representative examples of the status shift behaviors identified by all respondents are presented in Table 2. Representative examples of barriers and facilitators as perceived by female respondents are presented in Table 3. Representative examples of those perceived by male respondents are presented in Table 4.

Both the specifics of the data presented (Tables 2, 3 and 4) and the intensity with which these events were experienced indicate that status shift behaviors and behaviors related to barriers and facilitators have meaning in the "real world". This meaning applies to both how minorities and females perceive and operate in the administrative and other school arenas and how these arenas "perceive and operate" on them.

The data also point to the complexity of the dynamics of status shifts as barriers or facilitators. The ability to "operate effectively in" and to control how one is "operated on by" the school arena appears to be in part a function of an individual's ability to initiate appropriate status shifts with respect to others and to control the outcome of status shifts initiated by others with respect to the individual.

Perhaps most important, the data generated through project research related to the model and its underlying concepts (Figure 3) point to two basic and nagging questions:

*How and why are some individuals apparently better able than others to control negotiations of status shifts so as to enhance their capability to advance to and maintain

TABLE 2

REPRESENTATIVE EXAMPLES OF STATUS SHIFT BEHAVIORS CORRESPONDING TO FIGURE 3 CELLS AS IDENTIFIED AND INTERPRETED BY MALE AND FEMALE RESPONDENTS (n=16)

Cell Number	Cell Label	Identified Behavior and Interpretation
19.	Superordinate negotiation of superordinate status on basis of gender.	Superintendent refers to women as "gals," "honey," or other degrading terms in professional situations when he wants to disregard or diffuse their status or expertise.
1. or 19.	Superordinate negotiation of superordinate status on basis of gender or race.	When a decision is communicated by formal memo, the superintendent also communicates the decision informally to white male administrators only. This tends to favor their position, influence, and ego. There is a competition to "know first." Black males can be left out. Women don't participate.
25. 26. 43. 44.	Subordinate negotiation of peer or superordinate status on basis of gender or physical characteristics.	Males who are subordinates to females have been observed to make anatomical references and gestures in professional situations to distract attention from or diffuse female professional behavior.
7. or 8.	Subordinate negotiation of peer or superordinate status on basis of race.	White males will use "joking behavior" to negotiate peer or superordinate status with black males, for example, referring to the black male as "boy" or other racial"stereotypes."
65. or 66.	Superordinate negotiation of peer or subordinate status on basis of expertise.	Superintendent defers to "me" (female) in matters related to vocational education because he doesn't know the field and he recognizes my expertise.
22.	Peer negotiation of superordinate status on basis of gender.	Instead of just complimenting me on a good job, my male colleagues "jokingly" say that my work could have been better if only I was a man. The intent is to keep me in my "proper" subordinate place as a female.
25. or 26 and 34 or 35	Subordinate negotiation of peer or superordinate status on basis of gender and age.	Some women continually promote themselves as "administrative material" because they are professionally mature women. I can't hire on this basis unless they also promise to be good administrators.
22 and 31 or 19 and 28	Peer or superordinate negotiation of superordinate status on basis of gender or age.	My fellow administrators credit the older male administrators for their ideas but claim the ideas of women and sometimes younger men as their own. They do it subtly, but they do it.

TABLE 3

REPRESENTATIVE EXAMPLES OF COMPETENCY BARRIERS AND FACILITATORS AS PERCEIVED BY FEMALE RESPONDENTS (n=11)

Competency Barriers	Competency Facilitators
1. Assumption of some males that women should expect and learn to put up with sexual references and overtures in professional settings.	1. Access to female role models.
2. Reluctance of others to attribute authority or power to women.	2. Sense of increased career opportunities for women.
3. Stereotype of women being emotional, petty, and unable to relate to other women.	3. Encouragement from male administrators to enter administration.
4. Female socialization to "be nice" and "smile."	4. Motivation to achieve and accept challenges.
5. Self-fulfilling negative perceptions of women's potential and competence.	5. Determination to succeed and discredit negative stereotypes.
6. Direct communications that women don't belong in administration.	6. Opportunities to build track record from beginning of career. Opportunity to "try."
7. Deliberately placed "roadblocks" to career access and success.	7. Support of a mentor or advocate.
8. Need to exceed male performance to be seen as competent.	8. Enthusiastic assistance and joy in career development by male administrators.
9. Not being taken seriously professionally. Being "humored."	9. "Toughening up" which comes from overcoming barriers.
10. Job applications for administration being openly laughed at.	10. Actual experience in administrative functions.
11. Sexual references or overtures tied to professional advancement.	11. Ability to handle gender problems through joking behavior.
12. Lack of access to informal information systems.	12. Access to gender and race support groups.
13. Limits on career mobility tied to family or spouse.	13. Ability and willingness to speak in the vernaculor when the situation warrants.

TABLE 4

REPRESENTATIVE EXAMPLES OF COMPETENCY BARRIERS AND FACILITATORS AS PERCEIVED BY MALE RESPONDENTS (n=3)

Competency Barriers	Competency Facilitators
1. Numerous and continual, formal and informal, organizational and personal "slights" or "slams" based on race or sex (for females.)	1. Access to lower levels of authority (top denied due to race).
2. Reluctance of white establishment to place white males in the position of being subordinate to their natural "inferiors"--black males.	2. Opportunity to establish track record of success. Occasional "failures" thus forgiven.
3. Intense competition for advancement across race and sex lines.	3. Background in "positions of responsibility" from beginning of career (provided exposure to finance, people, and decisions).
4. Lack of access to "top" positions because of race.	4. Exposure to expert role model in manipulation of power. Opportunity to experiment and adapt model to self.
5. Resentment, fear, and mistrust across race and sex lines and organizational position lines.	5. Career mobility.
6. Inability or lack of skill in anticipating and reacting to behaviors across organizational, race, and sex lines.	6. Acceptance of arrogance about self in terms of projecting self as a "leader".

administrative positions?

*Can and how can any individual learn or be taught to control the outcomes of their own and others' negotiations of status shifts so as to enhance these same capabilities?

Unquestionably, there are others factors at work in determining who does and who does not administer the schools. The frameworks for competency-based training and the model for analysis of selected training variables presented previously (Figures 1 and 2) indicate a broad range of other related factors. Also, the affirmative action literature is a rich source of relevant research and commentary.

But the factors related to fluidity of leader status positions as presented here appear to be so fundamentally important to training and access that they ought not be ignored, either strategically or conceptually. The following section presents data-based strategies for training and access emphasizing minorities and females and vocational education. Strategic implications are of course not limited to these areas but are applicable to and may be important for training and access for all persons for educational administration.

Data-Based Training Strategies to Prepare Minority and Female Educators for Vocational Education Administration

Strategic implications for training and access that can be drawn from the work of the project are based in part on the conclusion that standard definitions of competency only in terms of discrete and isolated "applied skill" competency statements are incomplete. This conclusion is fully supported by project training processes and outcomes over a four year period. While this conclusion may apply to all people, it may particularly apply to minority and female educators because of the assumed impact of intervening variables related to minority status and gender (as well as the other variables identified) and hierarchical status positioning and shifting.

Based on the preceding analyses of training needs and frameworks for training and access, it appears that systematic attention in training to the following broad guidelines will tend to strengthen training and facilitate access:

* Inclusion of integrated and comprehensive conceptions of administrative competence so that those applied-skill competency statements that are typically treated as isolated or discrete instead are part of a broader whole. The whole must also allow for consideration of the many complex and interrelated individual and organizational variables which affect training, access, and job performance.
* Resolution or attention to any different conceptions of or needs for competency for minorities as opposed to non-minorities and females as opposed to males.
* Development of competencies to initiate and complete appropriate status shifts and to respond strategically to attempts by others to negotiate inappropriate shifts. "Others" as used here refers to minorities and non-minorities, males and females.
* Development of equivalent competencies across racial, ethnic, gender, and age lines for both current administrators and trainees so that barriers relating to both the individual and the school organization can be eased over time.

The specific guidelines for training that were followed by the project were, within the limits of project funding and staffing, consistent with these broad guidelines. Also, specific training procedures followed by the project may prove to be useful as recommendations to other special administrative training programs for minority and female educators:

*Organize training to allow for flexible time schedules, continuation of the usual work of the trainee (if desired), and flexible (full or part-time) participation in the training effort. Trainees can then both benefit from the special training and maintain career continuity, a key factor in access for minority and female educators.

*Provide for a support group made up of the trainees and specially selected trainers to allow mutual interpretation of common experiences and to create a protected environment for simulation exercises and other risk-taking activities. The essential generic, vocational education, and special minority and gender related competencies can be addressed here in a controlled and focused environment.

*Provide for intensive field contacts with practicing administrators and vocational programs through trainee participation on state or regional school evaluation teams and in professional meetings. Such contacts develop requisite knowledge and skill as needed by the particular trainee, allow for the development of personal and professional advocates, and help the trainees to "pay their dues" to be and be seen as legitimate "leaders".

*Provide for comprehensive administrative internships. Again, essential knowledge development, the development of advocates, and dues paying occur here. The internship may also lead to mentoring for access for the trainee by a practicing administrator. This is a prime key to deriving full benefits from training and to eventual access to leadership positions.

*Provide for both vocational and non-vocational administrative employment goals. The non-vocational sector is an important and appropriate arena for advocating and influencing decisions and policy for the vocational sector, including those that affect minorities and females.

*Provide for training to create awareness of minority and gender-related issues for current public school children so that these children may be facilitated in seeing and choosing a wide range of training and career options. Access for the next generation may then be less difficult.

*Provide for age-peer equity in training[13] so that minorities and females who are attempting to access administrative positions at mid-life have accelerated and intensive training and job experience. This would help make them eligible for senior policy making positions at a faster rate than is now probable and thus bring closer the time at which their influence in these positions could be exerted on both vocational and non-vocational programs. An improved climate for future access would be but one expected benefit of greater age-peer equity in current training.

*Provide for training to impact the school organization so that current administrators and other school personnel develop both the skill and the intent to accept and cultivate any differences in the administrator models presented by minority and female as opposed to white male educators. This will aid in removing or neutralizing barriers that might otherwise be produced or exacerbated by any differences in these models and contribute to diversity in school administration.

The ultimate goal for all special administrative training programs for minority and female educators should be to so successfully remove or neutralize barriers to their accessing administrative positions that special training efforts are no longer needed. The complexity of this task is obvious and clearly illustrated by the frameworks for training and consequent training strategies which have emerged from the New Opportunities in Vocational Education Project.

Elimination of barriers to administrative positions has clear implications for addressing the problem of equity for minority and female educators. Beyond equity issues lies the challenge of successfully administering schools in both the vocational and non-vocational sectors for minority and majority, male and female students. The success of special administrative training programs will in the end be measured against their capabilities to contribute to equity, to produce successful administrators, and to contribute to the success of the entire educational enterprise.

As for the present and near future, the authors remain convinced that affirmative action training programs such as the New Opportunities in Vocational Education Project play an important role in creating a more equitable distribution of minority and/or female administrators in our schools.

NOTES

1. Information on the development and training activities of the project is contained in the New Opportunities in Vocational Education Project: Final Report(s) for Year One (1976-1977), Year Two (1977-1978), and Year Three (1978-1979). Illinois State Board of Education, Division of Adult, Vocational, and Technical Education, 1977, 1978, and 1979. The final report for year four (1979-1980) will be available in July, 1980.

2. See for example R. Kluger, Simple Justice (New York: Knopf, 1976); S. Bowles and H. Gintis, Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life (New York: Basic Books, 1976).

3. The work of Ray C. Rist is particularly relevant to discussion of the sorting of children and access to education on the basis of such factors. See especially R. Rist, The Urban School: A Factory for Failure (Cambridge, Mass.: MIT Press, 1973); R. Rist, The Invisible Children: School Integration in American Society (Cambridge, Mass.: Harvard University Press, 1978).

4. See A. Fishel and J. Pottker, "Women in Educational Governance: A Statistical Portrait", Educational Researcher 3 (1974): 4-7; P.A. Katz, ed., Towards the Elimination of Racism (New York: Pergamon, 1976); T. Sowell, ed., Essays and Data on American Ethnic Groups, (The Urban Institute, 1978); Digest of Educational Statistics (Washington, D.C.: HEW, 1977).

5. See again note 4. Data trends indicate that relative percentages of minority and female educators have declined.

6. See E. Steiner Maccia, Women in Education (Springfield, IL.: Thomas, 1975); P. Chesler, Women and Madness (New York: Avon, 1972).

7. See for example A. Tom, "A Critique of Performance-Based Teacher Education", Educational Forum 42:1, 77-87 (November, 1977); G. Grant et. al., On Competence: A Critical Analysis of Competency-Based Reforms in Higher Education (San Francisco: Jossey-Bass, 1979).

8. The relevant social science and education literature is extensive. See for example H.R. Wagner, ed., Alfred Schutz: On Phenomenology and Social Relations (Chicago: University of Chicago Press, 1970); R.E. Herriott and N. Grass, The Dynamics of Planned Educational Change (Berkeley, Calif.: McCutchan, 1979).

9. New Opportunities in Vocational Education: Final Report for Year One. Illinois State Board of Education, Division of Adult, Vocational, and Technical Education, 1977.

10. For related information see W. Sedlacek, Racism in American Education: A Model for Change (Chicago: Nelson-Hall, 1976); C. Willie, Black/Brown/White Relations: Race Relations in the 1970's (New Brunswick, N.J.: Transaction Books, 1977); M. Bayes and P. Newton, "Women in Authority: A Socio-Psychological Analysis", Journal of Applied Behavioral Science, 14:1, 7-20 (Jan.-Mar., 1978).

11. The assumptions of the model are consistent with the literature on role theory. See for example B.J. Biddle and J. Thomas, Role Theory: Concepts and Research (New York: Wiley, 1966); N. Gross, W. Mason, A.W. McEachern, Explorations in Role Analysis (New York: Wiley, 1966).

12. More detailed information on the respondents and evaluation procedures is contained in New Opportunities in Vocational Education Project: Final Report for Year Three (1978-1979). Illinois State Board of Education, Division of Adult, Vocational, and Technical Education, 1979.

13. F.P. Frank and C. Patterson, "Age Peer Equity", Emergent Leadership III:3, 20-23 (Summer, 1979).

ATTITUDES AND BELIEFS OF VOCATIONAL EDUCATION ADMINISTRATORS IN THE STATE OF ILLINOIS ABOUT SELECTED AFFIRMATIVE ACTION ISSUES

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Introduction

From the onset of the New Opportunities in Vocational Education Project it was the suspicion of the project staff that there was some degree of discomfort among white male administrators with the idea of minority group males and majority and minority females accessing administrative positions. This suspicion was confirmed during the course of recruiting, training, and placement efforts attached to the project. Nevertheless, we believed that acceptance of women and minority administrators was increasing. As a result of these experiences, we were interested in learning how current administrators who have direct responsibility for vocational education programs felt about specific affirmative action concepts and issues.

It was our objective to obtain reasonably clear expressions of these prevailing attitudes among practicing administrators so that minority group persons and women would know more clearly what to expect when they sought administrative positions. A second, and equally important purpose for conducting the study was to share our knowledge of these prevailing beliefs with interested persons including those practicing administrators with the hope that that knowledge would encourage the critical evaluation of some cherished beliefs and subsequently encourage a more accepting attitude toward qualified women or minority group persons who seek employment as administrators in their districts.

Joined to these motivations was an additional concern. Vocational education is, in the view of many scholars in the field, undergoing or about to undergo some significant changes. Not the least of these will be the increasingly important roles that minority students, teachers and administrators will play. To the extent that this study illuminates some of the prevailing attitudes of practicing administrators toward the affirmative actions that must be part of welcoming the increased participation of minority group persons, policy makers in vocational education can take stock of these attitudes and adapt their decisions in ways that will hasten changes that will benefit all children who seek access to high quality vocational education programs.

Methods and Procedures

A list of affirmative action issues generated by the researchers' experiences with the New Opportunities in Vocational Education Program was compiled. This list was then discussed with project participants, colleagues, and other persons interested in affirmative action. Survey techniques which would probe the values of incumbent administrators were then explored and field tested among associates. A nineteen item questionnaire was finally devised which employed a modification of the Delphi format (Appendix A). Nine items dealt directly with affirmative action issues and ten items dealt with issues related to the administration of vocational education generally. This report is focused on responses to the nine affirmative action items only. The ten non-affirmative action items were included because of their importance for training future administrators and because they served the purpose of diluting the heavy tone of a questionnaire containing only affirmative action oriented items. Affirmative action stimulus items were as follows:

1. There will be a percentage of female vocational education administrators equal to the percentage of females enrolled in vocational education programs.
2. There will be a percentage of minority group member vocational education administrators equal to the percentage of minority group students enrolled in vocational education programs.
3. The State Legislature will have quotas for hiring females for the role of vocational education administrator.
4. The State Legislature will have quotas for hiring minority group members for the role of vocational education administrator.
5. Special programs will be supported by DAVTE/IOE for training women and minority group members for the role of vocational education administrator.
6. Educators with a home economics background will be considered as qualified as any other vocational educators to be vocational education administrators.
7. Educators with a business education background will be considered as qualified as any other vocational educators to be vocational education administrators.

8. School district educational leaders will encourage talented women and minority group members to seek certification in order to qualify for vocational administrative positions in the district.

9. School district educational leaders will encourage the creation of in-service programs which will assist women and minority group members in preparing for educational leadership positions.

These items were numbered 7, 8, 13, 14, 15, 16, 17, 18, and 19 on the questionnaire. For each item the respondent was asked to provide a judgment on three dimensions: desirability, feasibility and timing. The desirability dimension called for a response in one of three categories - undesirable, desirable, very desirable. Similarly, the feasibility dimension called for a response in one of three categories - unfeasible, feasible, and highly feasible. The time dimension called for a response in one of four categories - is happening at present, will happen by 1984, will happen by 1989 and other. This response format is displayed below.

Circle One Response in Each Category

Desirability			Feasibility			Timing			
Undesirable	Desirable	Very desirable	Unfeasible	Feasible	Highly feasible	Is happening at present	Will happen by 1984	Will happen by 1989	Other, please specify year

The respondents were asked to supply the following information about themselves: The title of present position, years of experience in present position, years of experience as an educator, age, sex, ethnic background, undergraduate major and certification held. The complete questionnaire is shown in Appendix A.

The target population consisted of all high school or unit district superintendents, principals, and vocational directors in the State of Illinois. In addition to many other duties, these groups of administrators have responsibility for conducting the vocational education program in their respective districts.

A total of 2022 questionanires were sent out and 546 were returned, a response rate of 27%. The study was conducted during May of 1979.

Statistical procedures were as follows: a standard chi-square test for contingency was used to test for independence between variables. In each case, item response was considered the dependent or criterion variable while one of the respondent descriptor variables (position, sex, undergraduate major, etc.) was identified as the independent variable. This procedure tested for differences in response distributions between the values of the respondent descriptor variable, that is, whether separate groups of respondents tended to view the response items in a way that might indicate certain patterns for their group. In each case, the significance level for rejecting null hypotheses positing equal response distributions was .05.

When the chi square analysis was completed it became clear that only analysis by the independent variables of present position, sex and undergraduate major evidenced greater than chance contingency. Therefore, analyses using these three variables is reported. In addition, two of the variables were collapsed into fewer categories. Present position, as reported, includes only principal, superintendent and vocational director which together made up 80.8 percent of the respondents. The views of assistant superintendents, counselors, assistant principals, department chairpersons and others, which together comprised 19.2 percent of the respondents, are not reported. Undergraduate major was collapsed from a list of ten respondent undergraduate majors into vocational areas and others. Vocational areas include industrial education, business education, agriculture and home economics which together include 34.2 percent of respondents. The analysis was then rerun so that the views of all respondents are reported in the analysis of this independent variable.

Description of the Respondents:

The mean age of respondents was 44.49 years with a standard deviation of 8.34 years and ranged from 26 to 65 years, (N=536). The number of years of experience in education ranged from one year to 43 years with a mean and standard deviation of 20.5 years and 7.63 years respectively, (N=525). Respondents evidenced a mean of 7.12 years in their present position with a standard deviation of 5.52 years. (See Table 1).

Table 1

Age, Years of Experience and Years in Present Position of Respondents

Descriptor Variable	Mean	S.D.	Range	N
Age	44.49	8.34	26-65 years	536
Years of Experience in Education	20.25	7.63	1-43 years	525
Years in Present Position	7.12	5.52	1-31 years	531

The present position of the respondents included superintendent, assistant superintendent, principal, assistant principal, vocational director, vocational education coordinator, department chairperson, counselor, and other. The distribution of present position is shown in Table 2.

Table 2

Present Position of Respondents

Position	N	%	Cumulative %
Principal	186	34.7	34.7
Superintendent	149	27.8	62.5
Vocational Director	98	18.3	80.8
Voc. Ed. Coordinator	32	6.0	86.8
Assistant Superintendent	20	3.7	90.5
Counselor	20	3.7	94.2
Assistant Principal	9	1.7	95.9
Department Chairperson	9	1.7	97.6
Other	13	2.4	100.0
Total	536	100.0	

The vast majority of the respondents were male, 94.8 percent, and Caucasian, 97 percent. (See Table 3.)

Table 3

Respondent Gender and Ethnic Background

	Male	Female	Total
Caucasian	435	18	453
Black	10	1	11
Hispanic	3	0	3
Total	448	19	467

Undergraduate major included the following: social science, industrial education, physical education, business education, science, agriculture, mathematics, English, home economics, and music. The distribution of undergraduate major of the respondents can be seen in Table 4.

Table 4

Undergraduate Major of Respondents

	N	%	Cumulative %
Social Science	107	20.1	20.1
Industrial Education	77	14.5	34.6
Physical Education	76	14.3	48.9
Business Education	55	10.3	59.2
Science	42	7.9	67.1
Agriculture	41	7.7	74.8
Math	40	7.5	82.3
English	33	6.3	88.6
Home Economics	9	1.7	90.3
Music	7	1.3	91.6
Other	44	8.4	100.0
Total	531	100.0	

All persons in the responding population, as previously stated, have some direct influence on the vocational education program in their school or district. Their undergraduate backgrounds are more varied than one might have expected as is the number of differing positions they hold. Both females and minority group members are significantly underrepresented in the vocational education management structure but the mean age (44.49 years), mean years of experience in education (20.25), and mean years in present positions (7.12) indicate that many of the present incumbents in vocational education administration positions were appointed before the days of increased acceptance of females and minorities to these positions.

Findings:

Table 5 displays overall responses to the items by percent of responses to each item on the questionnaire. Response patterns are quite varied but show that there are some respondents who consider each item either undesirable or unfeasible or that the item event will occur past 1989. Further, there are important differences between the averaged responses in the pro-affirmative action categories (very desirable, very feasible, and will happen by 1984) and the non-affirmative action categories (undesirable, unfeasible, and other or beyond 1989). On the desirability dimension, 32.3 percent of the respondents declared the items undesirable and only 19.3 percent declared the items very desirable. On the feasibility dimension, 32.8 percent held the items to be unfeasible and on the time dimension, 27.8 percent of the respondents viewed the content of the items as happening in the time period past 1989 and only 19.3 percent viewed the content of the items as happening by 1984.

Table 5

Overall Responses to Questionnaire Items by Percent in Each Category

Delphi Stimulus Item	Desirability			Feasibility			Time			
	Un.	Des.	Very	Un.	Fes.	Very	Pres Hap	by 1984	by 1989	Other
1. There will be a percentage of female vocational education administrators equal to the percentage of females enrolled in vocational education programs.	22	59	19	41	50	9	10	13	41	36
2. There will be a percentage of minority group member vocational education administrators equal to the percentage of minority group students enrolled in vocational educator programs.	23	62	15	46	49	5	12	11	40	37
3. The State Legislature will have quotas for hiring females for the role of vocational education administrators.	83	14	3	67	28	5	7	12	32	49
4. The State Legislature will have quotas for hiring minority group members for the role of vocational education administrators.	82	15	3	67	29	4	6	15	35	45
5. Special programs will be supported by DAVTE/IOE for training women and minority group members for the role of vocational education administrators.	32	50	18	26	58	16	13	31	33	23
6. Educators with a home economics background will be considered as qualified as any other vocational educators to be vocational education administrators.	18	58	24	16	60	24	35	21	27	17

Table 5 (Continued)

Overall Responses to Questionnaire Items by Percent in Each Category

Delphi Stimulus Item	Desirability			Feasibility			Time			
	Un.	Des.	Very	Un.	Fes.	Very	Pres Hap	by 1984	by 1989	Other
7. Educators with a business education background will be considered as qualified as any other vocational educators to be vocational education administrators.	13	60	27	11	61	28	41	20	27	12
8. School District educational leaders will encourage talented women and minority group members to seek certification in order to qualify for vocational administrative positions in the district.	5	57	38	7	60	33	41	22	25	12
9. School district educational leaders will encourage the creation of in-service programs which will assist women and minority group members in preparing for educational leadership positions.	12	61	27	14	63	23	29	29	23	19
Average % in column	32.2	48.4	19.3	32.8	50.9	16.3	21.6	19.3	31.5	27.8

Analysis of Responses to Item 1 - There will be a percentage of female vocational education administrators equal to the percentage of females enrolled in vocational education programs.

Analysis by present position of respondents - there is no significant difference in perceptions of desirability of this item, nor is there any significant difference in perceptions of feasibility. There are, however, differences on the time dimension.

Few principals, (five percent) feel that at present the number of female administrators equal those enrolled while eight percent of the superintendents have that opinion. Sixteen percent of the vocational education directors feel that, at present, the number of female administrators equals those enrolled in programs. As for the near future, defined as within the next five years, principals and vocational education directors appear to have similar perceptions with 23 percent and 24 percent respectively. Superintendents, however, are less optimistic as only 9 percent see the number of female vocational education administrators equaling those enrolled within the next five years. A large number of superintendents (42 percent) feel it is unlikely that the percentage will ever be equal while 38.7 percent of principals and 31 percent of vocational education directors share that view.

Analysis by sex of respondents - there are no significant differences on the feasibility dimension but there are differences in both the desirability and time dimensions. The responses of females differ markedly from those of the males with regard to desirability of females in administrative roles. Forty-eight percent of the females responding feel it very desirable while only 18 percent of their male counterparts have the same opinion. As might be expected, only 19 percent of females responding feel it undesirable that the number of female vocational education administrators be in proportion to those enrolled while 22 percent of the male respondents have that opinion. Female respondents appear to feel that the number of female administrators in vocational education positions will approach the percent of females enrolled sooner than their male counterparts. Twenty-two percent of the males feel the proportion will be reached within the next five years while 48 percent of the females see such a target date. Sixteen percent of the female respondents believe the proportion exists presently while only 10 percent of the males share that opinion.

Analysis by Undergraduate Major - There are no significant differences on the desirability or feasibility dimensions but there are differences in the time dimension.

The cells which appear to contribute most to the differences with respect to the timing dimension are those in the "Happening Presently" category. Sixteen percent of the persons with vocational education backgrounds feel the percentage of females in vocational administration is proportional to those enrolled while only six percent of those with other backgrounds have that perception. (See Table 6.)

Analysis of Responses to Item 2 - There will be a percentage of minority group member vocational education administrators equal to the percentage of minority group students enrolled in vocational education programs.

Analysis by percent position of respondents - no significant differences were found. Analysis by sex of respondent - no significant differences were found. Analysis by undergraduate major of respondents - no significant differences in the feasibility or time dimension but there were differences on

Table 6

Analysis of Responses to Item 1: There will be a Percentage of Female Vocational Education Administrators Equal to the Percentage of Females Enrolled in Vocational Education Programs

Respondent Descriptor Variable		N	Response Category									
			Desirability			Feasibility			Time			
			Un.	Des.	Very	Un.	Feas.	Very	Pres Hap	by 1984	by 1989	Other
Present Position	Superintendent	144	20%	63%	17%	39%	52%	9%	8%	9%	41%	42%*
	Principal	178	25%	58%	17%	47%	44%	9%	5%	18%	40%	37%
	Vocational Director	92	16%	62%	22%	34%	56%	10%	16%	8%	45%	31%
Sex	Male	485	22%	60%	18%*	41%	50%	9%	10%	12%	43%	36%*
	Female	27	19%	33%	48%	32%	46%	21%	16%	32%	16%	37%
Undergraduate Major	Vocational Education Area	170	19%	62%	19%	38%	55%	8%	16%	11%	42%	32%*
	Other	352	24%	57%	19%	43%	47%	10%	6%	14%	42%	39%

* P<.05, Chi Square for Contingency

the desirability dimension.

Respondents with vocational education background tended to favor the "desirable" response and show disfavor with the "undesirable" response to this item. Persons with "other" backgrounds show a greater than expected response in the "undesirable" category. (See Table 7.)

Analysis of Responses to Item 3 - The State Legislature will have quotas for hiring females for the role of vocational education administrators.

Analysis by present position of respondents - no significant differences. Analysis by sex of respondents - although the issue of required quotas is unpopular, a larger proportion of female respondents felt it to be desirable, (27 percent), or highly desirable, (15 percent) as compared with 13 percent and two percent respectively of the male respondents.

As to the issue of feasibility, females are, once again, in disagreement with their male colleagues. Only 37 percent of female respondents found the required quotas unfeasible while 69 percent of the males found them feasible. A higher number of females find quotas to be feasible (44 percent) or highly so (19 percent) while only 27 percent of the males found quotas feasible or highly feasible (4 percent).

In their view toward the time when quotas could be expected, the females did not differ significantly from their male counterparts in the proportion who believe that quotas are presently required (6 percent and 7 percent respectively). A larger number of female respondents see five years as a target date for quotas (35 percent compared to 11 percent for males). Fifty percent of the male respondents believe that quotas for females in administration roles will never exist while a smaller number of females (41 percent) share that

Table 7

Analysis of Responses to Item 2: There will be a Percentage of Minority Group Member Vocational Education Administrators Equal to the Percentage of Minority Group Students Enrolled in Vocational Education Programs

Respondent Descriptor Variable		N	Response Category									
			Desirability			Feasibility			Time			
			Un.	Des.	Very	Un.	Feas.	Very	Pres Hap	by 1984	by 1989	Other
Present Position	Superintendent	141	23%	63%	14%	45%	51%	4%	13%	12%	37%	39%
	Principal	176	24%	59%	15%	50%	44%	6%	11%	13%	47%	29%
	Vocational Director	92	19%	65%	16%	35%	56%	9%	15%	4%	42%	39%
Sex	Male	480	23%	62%	15%	46%	48%	6%	13%	10%	40%	37%
	Female	26	15%	58%	27%	39%	54%	8%	12%	6%	35%	47%
Undergraduate Major	Vocational Education Area	168	17%	70%	13%*	42%	52%	6%	13%	7%	45%	34%
	Other	348	25%	58%	16%	47%	47%	6%	12%	13%	38%	38%

* $P > .05$, Chi Square for Contingency

view. Analysis by undergraduate major showed no significant differences. (See Table 8.)

Analysis of Responses to Item 4 - The State Legislature will have quotas for hiring minority group members for the role of vocational education administrators.

Analysis by present position of respondents revealed no significant differences in the desirability dimension but differences on both the feasibility and time dimensions.

Principals tended to feel that required quotas for minorities are more feasible than either the superintendents or vocational education directors. Forty-two percent felt it to be feasible to highly feasible while only 25 percent of the superintendents and 27 percent of the vocational education directors hold that perception. Only one percent of the principals hold the opinion that quotas have been established at the present time while 7 percent of superintendents and 7 percent of vocational education directors hold that view. While many persons feel that quotas will be established some time after 1989 (45 percent), superintendents show the highest percentage of respondents in the past 1989 category (57 percent).

Analysis by sex of respondent - significant differences were found on all three dimensions. Significantly fewer females are opposed to required quotas for minority group members as evidenced by the percentage of female and male respondents who marked the undesirable category (56 percent and 83 percent respectively). Twenty-eight percent of females indicated minority quotas as desirable and 16 percent indicated quotas as very desirable, while only 15 percent of the males responding held quotas to be desirable and only 3 percent considered quotas to be very desirable.

Table 8

Analysis of Responses to Item 3: The State Legislature Will Have Quotas for Hiring Females for the Role of Vocational Education Administrators

Respondent Descriptor Variable		N	Response Category									
			Desirability			Feasibility			Time			
			Un.	Des.	Very	Un.	Feas.	Very	Pres Hap	by 1984	by 1989	Other
Present Position	Superintendent	138	88%	11%	1%	76%	22%	2%	8%	8%	26%	59%
	Principal	185	82%	14%	4%	64%	32%	5%	3%	12%	41%	45%
	Vocational Director	95	86%	14%	0	72%	24%	4%	9%	14%	23%	54%
Sex	Male	492	85%	13%	2%*	69%	27%	4%*	7%	11%	33%	50%*
	Female	26	58%	27%	15%	37%	44%	19%	6%	35%	18%	41%
Undergraduate Major	Vocational Education Area	175	82%	16%	2%	67%	28%	5%	5%	15%	30%	50%
	Other	353	84%	13%	3%	68%	28%	5%	7%	11%	33%	49%

* P<.05, Chi Square for

The female respondents also tend to feel that the required quotas for minorities are quite feasible as indicated by signifcantly higher numbers indicating quotas as feasible and highly feasible. Eleven percent of female respondents feel that there are quotas for minority group members required at present. Many females predict such quotas within five years (39 percent) as compared to only 13 percent of the males. Many males feel that quotas are totally unlikely (46 percent) while 22 percent of females share that opinion.

Analysis by undergraduate major of respondent showed no significant differences. (See Table 9.)

Analysis of Responses to Item 5 - Special programs will be supported by DAVTE/IOE for training women and minority group members for the role of vocational education administrators.

Analysis by present position showed no significant differences. Analysis by sex of respondent showed no significant differences on the time dimension but did show significant differences on the desirability and feasibility dimensions.

Larger proportions of female respondents feel that sponsored training programs for females and minorities are very desirable (44 percent) as compared to 16 percent of the male respondents. In addition, only 22 percent of females feel training activities to be undesirable while 32 percent of the males responded in this manner. Thirty-seven percent of females see sponsored training programs to be highly feasible while only 15 percent of the male respondents reacted this way. Fewer females saw this activity to be unfeasible (22 percent) as compared to 26 percent of males. Analysis by undergraduate major of respondents showed no significant differences. (See Table 10 .)

Table 9

Analysis of Responses to Item 4: The State Legislature Will Have Quotas for Hiring Minority Group Members for the Role of Vocational Education Administrators

Respondent Descriptor Variable		N	Response Category									
			Desirability			Feasibility			Time			
			Un.	Des.	Very	Un.	Feas.	Very	Pres Hap	by 1984	by 1989	Other
Present Position	Superintendent	138	86%	12%	2%	75%	22%	3%*	7%	11%	24%	57%*
	Principal	184	80%	15%	5%	59%	35%	7%	1%	15%	44%	40%
	Vocational Director	95	85%	14%	1%	73%	25%	2%	7%	12%	36%	45%
Sex	Male	492	83%	15%	3%*	67%	29%	4%*	5%	13%	36%	46%*
	Female	25	56%	28%	16%	50%	37%	15%	11%	39%	28%	22%
Undergraduate Major	Vocational Education Area	175	81%	17%	2%	67%	29%	4%	5%	15%	40%	39%
	Other	352	81%	15%	4%	67%	28%	6%	6%	14%	33%	47%

* P<.05, Chi Square for Contingency

Table 10

Analysis of Responses to Item 5: Special Programs Will Be Supported by DAVTE/IOE for Training Women and Minority Group Members for the Role of Vocational Education Administrators

Respondent Descriptor Variable		N	Response Category									
			Desirability			Feasibility			Time			
			Un.	Des.	Very	Un.	Feas.	Very	Pres Hap	by 1984	by 1989	Other
Present Position	Superintendent	140	34%	51%	15%	29%	60%	12%	8%	31%	32%	29%
	Principal	181	32%	48%	20%	25%	57%	18%	10%	32%	36%	22%
	Vocational Director	94	37%	49%	14%	34%	50%	17%	21%	28%	33%	18%
Sex	Male	487	32%	52%	16%*	26%	59%	15%*	12%	31%	34%	23%
	Female	27	22%	33%	44%	22%	41%	37%	14%	38%	29%	19%
Undergraduate Major	Vocational Education Area	175	35%	49%	17%	30%	54%	16%	14%	31%	33%	22%
	Other	349	30%	51%	18%	24%	59%	17%	13%	31%	34%	23%

* P<.05, Chi Square for Contingency

Analysis of Responses to Item 6 - Educators with a home economics background will be considered as qualified as any other vocational educators to be vocational education administrators.

Analysis by present position of respondents showed significant differences on all three dimensions. Only 8 percent of the vocational education directors feel it to be undesirable for home economics teachers to become vocational education administrators, while 22 percent of the principals and 23 percent of the superintendents hold that opinion. Fewer superintendents than expected (17 percent) deem it to be very desirable while 28 percent of the vocational education directors look positively toward persons with home economic backgrounds becoming administrators.

The largest disagreement with regard to feasibility is between the superintendents and the vocational education directors. Twenty-four percent of the superintendents feel it is unfeasible for home economics persons to be qualified for administrative positions while only 10 percent of the vocational education directors hold that opinion. The same trend holds in the highly feasible category with 13 percent of the superintendents and 36 percent of the vocational education directors indicating that response.

Fifty-four percent of the vocational education directors feel that home economics teachers are presently as well qualified for administrative positions while only 26 percent of the principals and 30 percent of the superintendents hold that opinion. The principals appear to be most pessimistic with 24 percent seeing home economics persons as unlikely to ever be as qualified.

Analysis by sex of respondent shows no significant difference on the time dimension but difference on the desirability and feasibility dimensions.

Females showed signifcantly more responses in the very desirable category with 56 percent while only 22 percent of the males responded in this manner.

The feasibility of persons with a home economics background having qualifications for administrative positions is seen differently by male and female respondents. Fifty-four percent of females responding chose the highly feasible response while only 23 percent of the males chose that response. Sixteen percent of the males chose the unfeasible response while only seven percent of the female respondents chose this response.

Analysis by undergraduate major respondents showed no significant difference on the time dimension but did show significant differences on both the desirability and feasibility dimensions. Persons with a vocational education background tended to favor the very desirable response (29 percent) and show less preference for the undesirable response (13 percent). Persons in the "other" category, however, responded differently. A greater number than expected chose the undesirable response (21 percent).

Similar findings obtained for the feasibility dimension. Those respondents with a vocational education background tended to see home economics educators taking vocational education administration positions as highly feasible (32 percent) as compared to unfeasible (11 percent). Persons with "other" backgrounds did not show a preference with 20 percent indicating highly feasible and 19 percent indicating unfeasible. (See Table 11.)

Analysis of Responses to Item 7 - Educators with a business education background will be considered as qualified as any other vocational educators to be vocational education administrators.

Analysis by present position of respondents showed significant differences on all three dimensions. Fewer of the vocational education directors (6 percent) perceived it undesirable for business education

Table 11

Analysis of Responses to Item 6: Educators with a Home Economics Background Will Be Considered as Qualified as any Other Vocational Education Administrators

Respondent Descriptor Variable		N	Response Category									
			Desirability			Feasibility			Time			
			Un.	Des.	Very	Un.	Feas.	Very	Pres Hap	by 1984	by 1989	Other
Present Position	Superintendent	143	23%	60%	17%*	24%	63%	13%*	30%	22%	28%	20%
	Principal	181	22%	56%	23%	17%	61%	22%	26%	23%	27%	24%
	Vocational Director	95	8%	63%	28%	10%	54%	36%	54%	15%	24%	7%
Sex	Male	492	18%	60%	22%*	17%	61%	23%*	35%	21%	28%	17%
	Female	27	15%	30%	56%	7%	39%	54%	46%	21%	21%	13%
Undergraduate Major	Vocational Education Area	175	13%	58%	29%*	11%	57%	32%*	43%	18%	26%	13%
	Other	354	21%	58%	21%	19%	61%	20%	31%	22%	28%	19%

* P<.05, Chi Square for Contingency

teachers to be as qualified for administrative positions as compared to principals (17 percent), and superintendents (17 percent). Thirty-four percent of the vocational education directors deem it very desirable while only 19 percent of the superintendents are so inclined. Superintendents and vocational education directors are in greatest disagreement about the feasibility of business education persons being as qualified as others for administrative roles. Seventeen percent of the superintendents feel it unfeasible that business education teachers are qualified while only 5 percent of the vocational education directors share that opinion. Many vocational education directors (44 percent) deem it highly feasible while only 17 percent of the superintendents are of that opinion. With regard to the time frame, the principals' and superintendents' opinions parallel each other, but the opinions of the vocational education directors show marked differences between the presently category with 56 percent compared to 34 percent for both principals and superintendents. Few vocational education directors chose the post 1989 category (7 percent) while 17 percent of principals and 16 percent of superintendents chose that category. The difference might be attributable to the familiarity that vocational education administrators have with business education programs.

Analysis by sex of respondents shows significant differences on both the desirability and feasibility dimensions. Although it would appear that sex role stereotyping of persons in business education is less prevalent than home economics, this item also shows a significant relationship between sex of the respondent and item response. Sixty-three percent of female respondents felt the activity to be very desirable while only 25 percent of their male counterparts shared that perception. Fewer females (7 percent) felt it undesirable for business education teachers to be as qualified as others for administrative roles as compared to 13 percent of the males. The feasibility trends parallel those of desirability: more females (61 percent) than males (26 percent) saw the activity as highly feasible. None of the females in the sample but 11 percent of males felt it was unfeasible for business education teachers to be qualified for administrative roles in vocational education.

Analysis by undergraduate major shows significant differences on both the desirability and feasibility dimensions. People with vocational education backgrounds tended to favor the desirable and very desirable responses. Only 9 percent indicated that this item would be undesirable. More respondents with other backgrounds tended to choose the undesirable response category (16 percent). A similar trend obtains on the feasibility dimension. Only 6 percent of vocational education respondents chose the unfeasible response while 13 percent of respondents with other backgrounds chose the unfeasible response. (See Table 12.)

An Analysis of Responses to Item 8 - School district educational leaders will encourage talented women and minority group members to seek certification in order to qualify for vocational administration positions in the district.

Analysis by present position of respondents revealed significant differences on the feasibility dimension. The principals appear to be most positive with respect to the feasibility of encouraging women and minorities to qualify for administrative positions. Only 5 percent feel it to be unfeasible and 3 percent feel it highly feasible. The superintendents are slightly less positive, but a large proportion of the group responded in

Table 12

Analysis of Responses to Item 7: Educators With A Business Education Background Will be Considered as Qualified as Any Other Vocational Educators to be Vocational Education Administrators

Respondent Descriptor Variable		N	Response Category									
			Desirability			Feasibility			Time			
			Un.	Des.	Very	Un.	Feas.	Very	Pres Hap	by 1984	by 1989	Other
Present Position	Superintendent	143	17%	64%	19%*	17%	67%	17%*	34%	20%	30%	16%*
	Principal	181	17%	58%	25%	11%	64%	25%	34%	19%	30%	17%
	Vocational Director	94	6%	60%	34%	5%	51%	44%	56%	14%	24%	7%
Sex	Male	491	13%	61%	25%*	11%	63%	26%*	39%	20%	28%	13%
	Female	27	7%	30%	63%	0	39%	61%	65%	13%	22%	0
Undergraduate Major	Vocational Education Area	174	9%	56%	35%*	6%	58%	37%*	49%	19%	24%	9%
	Other	354	16%	62%	23%	13%	63%	24%	37%	21%	29%	14%

* P<.05, Chi Square for Contingency

the feasible category (70 percent). The vocational education directors appear to be somewhat polarized in their opinions. Some feel it to be unfeasible (9 percent), while 39 percent feel it to be highly feasible.

Analysis by sex of the respondents showed significant differences on the feasibility and desirability dimensions. Female respondents appear to have strong feelings with regard to the desirability of this item. With respect to the desirability of encouraging talented women and minorities to seek administrative positions, 78 percent of females as compared with 35 percent of the males indicated the very desirable response. No females but 5 percent of males saw this activity as undesirable. Similar results appear on the feasibility dimension. More females (64 percent) than males (31 percent) felt it feasible to encourage such an activity.

Analysis by undergraduate major showed no significant difference on the three dimensions. (See Table 13 .)

Analysis of Responses to Item 9 - School district educational leaders will encourage the creation of in-service programs which will assist women and minority group members in preparing for educational leadership positions.

Analysis by present position of respondents showed no significant differences. Analysis by sex of respondents showed significant differences in the desirability and feasibility dimensions. More males saw this activity as undesirable (13 percent) than did females (7 percent). More females saw this activity as very desirable (67 percent) than did males (25 percent). Similar findings obtained for the feasibility dimension. Approximately twice as many females as males found this item to be highly feasible.

Table 13

Analysis of Responses to Item 8: School District Educational Leaders Will Encourage Talented Women and Minority Group Members to Seek Certification in Order to Qualify for Vocational Administrative Positions in the District

Respondent Descriptor Variable		N	Response Category									
			Desirability			Feasibility			Time			
			Un.	Des.	Very	Un.	Feas.	Very	Pres Hap	by 1984	by 1989	Other
Present Position	Superintendent	142	2%	66%	32%	6%	70%	24%*	44%	20%	26%	10%
	Principal	182	4%	55%	41%	5%	58%	37%	35%	22%	26%	13%
	Vocational Director	94	5%	56%	38%	9%	52%	39%	49%	21%	22%	9%
Sex	Male	489	5%	60%	35%*	7%	62%	31%*	42%	21%	26%	12%
	Female	27	0	22%	78%	0	36%	64%	32%	27%	23%	18%
Undergraduate Major	Vocational Education Area	172	4%	61%	36%	6%	59%	35%	42%	21%	28%	9%
	Other	354	5%	56%	39%	7%	60%	32%	42%	22%	24%	13%

* P<.05, Chi Square for Contingency

Analysis by undergraduate major of respondents showed no significant differences. (See Table 14.)

Discussion

Whether the findings of this study present a positive picture or a negative one depends, it would seem, on the reader's perspective. Certainly there is an important proportion of respondents who express a non-affirmative action orientation when overall responses to the questionnaire items are displayed. Balancing that view, however, are the even larger numbers of respondents who perceive the affirmative action items as being desirable, feasible and due to happen within the next ten years. Overall, approximately seventy percent of respondents saw these items as desirable or very desirable, feasible or very feasible and as happening presently or by 1989. On balance this may be a positive picture.

Similarly, the small number of female and/or minority respondents has both positive and negative aspects. One would have hoped that by now there would be greater representation of these persons in vocational education leadership roles. One cannot help but be saddened by the loss of talent and diversity that their low numbers represent. A positive factor in this picture is that the very low numbers of women and/or minority group persons responding to the questionnaire did not appreciably skew the results toward the pro affirmative action stance. This study, speaking generally, reflects the views of white male educational leaders.

The questionnaire contained a sub test of sorts. Items 1 and 2 posed increasing participation of minority group persons and/or females in educational leadership positions in a way that is non confrontational. That is, the proposed increases are tied to matching the percentage of student

Table 14

Analysis of Responses to Item 9: School District Educational Leaders Will Encourage the Creation of In-Service Programs Which Will Assist Women and Minority Group Members in Preparing for Educational Leadership Positions

Respondent Descriptor Variable		N	Response Category									
			Desirability			Feasibility			Time			
			Un.	Des.	Very	Un.	Feas.	Very	Pres Hap	by 1984	by 1989	Other
Present Position	Superintendent	141	11%	67%	23%	13%	68%	19%	36%	26%	22%	17%
	Principal	181	10%	60%	30%	13%	61%	26%	28%	26%	25%	21%
	Vocational Director	94	12%	64%	25%	12%	67%	22%	26%	37%	20%	17%
Sex	Male	488	13%	63%	25%*	15%	64%	21%*	30%	28%	22%	19%
	Female	27	7%	26%	67%	4%	54%	43%	15%	35%	25%	25%
Undergraduate Major	Vocational Education Area	171	11%	64%	26%	12%	65%	23%	28%	34%	20%	18%
	Other	354	13%	59%	28%	15%	62%	23%	30%	26%	24%	20%

* P<05, Chi Square for Contingency

enrollment. Items 3 and 4, on the other hand, propose increases in the numbers of minority and/or female educational leaders in a more direct manner, that is, to establish quotas. Items 3 and 4 produced by far the greatest number of negative responses of any of the items on the questionnaire but more importantly the responses to items 3 and 4 were very different from the responses to items 1 and 2. Many respondents who felt positively toward increasing the numbers of minority group persons and/or females in vocational education leadership positions felt quite negatively toward the concept of quotas. The meaning of these large differences in responses to these items should be explored further.

Analysis of the data by position of respondents also yielded both positive and negative results. Persons who hold vocational director positions, in general, showed a more positive response toward affirmative action issues than did principals and superintendents. This finding runs rather contrary to the expectations of many persons in the profession. One possible explanation for these findings is that vocational education directors have a more thorough knowledge of the competencies of vocational education personnel including women and/or minority group persons, and business education and home economics professionals and therefore have a higher regard for their capacity for leading vocational education programs. A possible explanation for the less positive outlook for superintendents and principals is that from their perspective vocational education programs are the residual programs for children who are more difficult to handle and therefore, according to the persistent myth, majority males will handle those children with greater facility. This is speculation, of course, and this area deserves further exploration. Nevertheless, the positive news for all women and/or minority group persons is that vocational educational leaders are somewhat more accepting of their talents than are the principals and superintendents who participated in this study.

Analysis of the data by gender produced expected but strong trends. In general, women seek to increase their numbers in vocational education leadership positions. However, a substantial percentage of female respondents found items both 1 and 2 undesirable, unfeasible, and unlikely to occur by 1989. This is a disturbing finding and bears further investigation.

Analysis of the data by undergraduate major showed results similar to analysis by present position. The respondents with a vocational education undergraduate background evidenced a somewhat more accepting posture toward affirmative action issues. This finding also requires further research.

One of the most interesting findings of the study relates to the information displayed in the category "Is Happening Presently." This particular category is a reality check in that it represents respondents' perceptions of what is happening at the present time. These results indicate that there is substantial misinformation among educators about affirmative action trends and issues. It would be hard to argue that women and/or minority group persons are represented at the present time in vocational educational leadership positions in a number proportional to their enrollment, yet an important percentage of respondents assert that this is so, including a greater percentage of female than male respondents in item 1 and about the same number of females as males in item 2.

Misinformation about quotas is also reflected in the survey findings. Seven percent of all respondents believe that there are quotas in force for hiring females as vocational education administrators and that these quotas have been set by the State Legislature. Further, six percent of all respondents believe that there are similar quotas in force for hiring minority group persons. This belief is unfounded.

Knowledge about affirmative action programs is inaccurate. Only sixteen percent of the respondents (and 14 percent of female respondents) know that the Illinois State Board of Education is supporting special training programs in educational leadership for women and minorities group persons. (Nineteen percent of female respondents predict that such programs will not exist until past 1989). Such programs have existed for many years.

Thirty-five percent of respondents (and forty-six percent of female respondents) assert that persons with a home economics background will be considered as qualified as any other vocational educators to be vocational education administrators. Yet, very few persons with home economics backgrounds hold vocational education leadership positions. This pattern of misinformation should be investigated further but also carries a mandate for in-service education programs which will help vocational educators be better informed about affirmative action issues and trends.

Summary

This study was undertaken to meet three objectives. The first was to produce reasonably clear expressions of the prevailing attitudes of practicing vocational education leaders toward selected affirmative action issues. Data analyses have been reported which display respondent attitudes on nine affirmative action issues. Whether the data present a positive or negative picture is for the reader to determine. The second objective was directed toward disseminating the results of the study so that practicing administrators can evaluate where they stand with respect to others in the hope that this evaluation would produce a more accepting attitude toward qualified women and minority group persons who seek employment as an administrator in their district. Clearly a majority of respondents favor affirmative action directions. It is our hope that this finding will impact those who do not yet share this view.

The third objective was aimed at impacting policy makers. Areas for further investigation have been proposed; areas for in-service training have been proposed or implied. It is the hope of the researchers that this study will contribute to affirmative action policy development.

Appendix A

Survey of Future Needs in Vocational Education Administration Survey

May 1979

* * * * * * * * * *

You are asked to participate in a study being conducted by the New Opportunities in Vocational Education Program at Northern Illinois University. The purpose of this study is to determine the judgements of selected educational leaders in the State of Illinois about the management of Vocational Education Programs and the role women and minority group persons will play in managing those programs in the future.

The instrument is short and should take less than 10 minutes to complete. All responses will remain confidential and no one will be identified by person, school, or school district.

Please respond to each item by circling a choice in each response category. Upon completing the instrument, please mail it immediately in the enclosed envelope to Frederick P. Frank, Associate Professor, Educational Administration Center, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115.

Your participation in this study is sincerely appreciated. THANK YOU VERY MUCH.

About you: The title of your present position ______________________

Years of experience in present position ______ Years of experience as an educator ______

Your age ______ Your sex ______ Your ethnic background ______________________

Undergraduate Major ______________________ Certification Held ______________________

* * * * * * * * * * *

Circle One Response in Each Category

	Desirability			Feasibility			Timing			
	Undesirable	Desirable	Very desirable	Unfeasible	Feasible	Highly feasible	Is happening at present	Will happen by 1984	Will happen by 1989	Other, please specify year
1. All school districts will have at least one administrator whose primary responsibility is vocational education.	1	2	3	1	2	3	1	2	3	4 ____
2. Vocational education administrators will have received pre-service training in special graduate programs in administration designed for vocational education.	1	2	3	1	2	3	1	2	3	4 ____
3. Vocational education administrators will be required to have a general administrative or supervisory certificate with a vocational education endorsement.	1	2	3	1	2	3	1	2	3	4 ____
4. All vocational education administrators will be required to have experience in the world-of-work.	1	2	3	1	2	3	1	2	3	4 ____
5. Salaries for the vocational education administrators will be based on an administrative salary scale.	1	2	3	1	2	3	1	2	3	4 ____
6. Salaries for the vocational education administrators will be based on the teachers' salary scale plus a differential.	1	2	3	1	2	3	1	2	3	4 ____
7. There will be a percentage of female vocational education administrators equal to the percentage of females enrolled in vocational education programs.	1	2	3	1	2	3	1	2	3	4 ____

(OVER)

Circle One Response in Each Category

		Desirability			Feasibility			Timing			
		Undesirable	Desirable	Very desirable	Unfeasible	Feasible	Highly feasible	Is happening at present	Will happen by 1984	Will happen by 1989	Other, please specify year
8.	There will be a percentage of minority group member vocational education administrators equal to the percentage of minority group students enrolled in vocational education programs.	1	2	3	1	2	3	1	2	3	4 ____
9.	The level of federal and state funding to the district will have reached the point that a full-time vocational education administrator is required.	1	2	3	1	2	3	1	2	3	4 ____
10.	The level of responsibility of the vocational education administrator will be that of a superintendent.	1	2	3	1	2	3	1	2	3	4 ____
11.	The level of responsibility of the vocational education administrator will be that of a principal.	1	2	3	1	2	3	1	2	3	4 ____
12.	The level of responsibility of the vocational education administrator will be that of a department chairperson.	1	2	3	1	2	3	1	2	3	4 ____
13.	The State Legislature will have quotas for hiring females for the role of vocational education administrators.	1	2	3	1	2	3	1	2	3	4 ____
14.	The State Legislature will have quotas for hiring minority group members for the role of vocational education administrators.	1	2	3	1	2	3	1	2	3	4 ____
15.	Special programs will be supported by DAVTE/IOE for training women and minority group members for the role of vocational education administrators.	1	2	3	1	2	3	1	2	3	4 ____
16.	Educators with a home economics background will be considered as qualified as any other vocational educators to be vocational education administrators.	1	2	3	1	2	3	1	2	3	4 ____
17.	Educators with a business education background will be considered as qualified as any other vocational educators to be vocational education administrators.	1	2	3	1	2	3	1	2	3	4 ____
18.	School district educational leaders will encourage talented women and minority group members to seek certification in order to qualify for vocational administrative positions in the district.	1	2	3	1	2	3	1	2	3	4 ____
19.	School district educational leaders will encourage the creation of in-service programs which will assist women and minority group members in preparing for educational leadership positions.	1	2	3	1	2	3	1	2	3	4 ____

ATTITUDES AND BELIEFS OF VOCATIONAL EDUCATION ADMINISTRATORS IN THE STATE OF ILLINOIS ABOUT SELECTED ISSUES CONFRONTING ADMINISTRATION AT THE LOCAL LEVEL

Frederick P. Frank, Ph.D. and Conard L. White, Ph.D.

Introduction

It is not unusual for there to exist important disagreement about issues confronting vocational education managers at the district level. The project staff decided that updated information pertaining to attitudes and beliefs about basic management issues would play an important part in producing "competent" administrators. Therefore, ten related items were included in the Delphi questionnaire (Appendix A). The results, reported below, are associated with several general issues surrounding the administration of vocational education programs.

Methods and Procedures

A list of issues was compiled by the researchers based on experiences with the New Opportunities in Vocational Education Program. The list was discussed with project participants, colleagues, and other persons interested in vocational education administration. Survey techniques which would probe the values of incumbent administrators were then explored and field tested among associates. A nineteen item questionnaire was finally devised which employed a modification of the Delphi format. Ten items dealt with general issues confronting vocational education administrators and nine items dealt with affirmative action issues. This report is focused on responses to the general administration issues only. The ten stimulus items focus on three areas of inquiry. The first area explored was attitudes and beliefs about training requirements for vocational administrators (through items 2, 3 and 4 as below). The second area explored was attitudes and beliefs about the appropriate level of responsibility for vocational education administrators (through items 1,7, 8, 9, 10). The third area explored was that of reward structures (through items 5 and 6). The ten stimulus items were as follows:

1. All school districts will have at least one administrator whose primary responsibility is vocational education.
2. Vocational education administrators will have received pre-service training in special graduate programs in administration designed for vocational education.
3. Vocational education administrators will be required to have a general administrative or supervisory certificate with a vocational education endorsement.
4. All vocational education administrators will be required to have experience in the world-of-work.
5. Salaries for the vocational education administrator will be based on an administrative salary scale.
6. Salaries for the vocational education administrator will be based on the teachers' salary scale plus a differential.

7. The level of federal and state funding to the district will have reached the point that a full-time vocational education administrator is required.
8. The level of responsibility of the vocational education administrator will be that of a superintendent.
9. The level of responsibility of the vocational education administrator will be that of a principal.
10. The level of responsibility of the vocational education administrator will be that of a department chairperson.

These items were numbered 1, 2, 3, 4, 5, 6, 9, 10, 11, and 12 on the questionnaire. For instance, item 7 in the text is actually item 9 on the questionnaire. For each item the respondent was asked to provide a judgment on three dimensions: desirability, feasibility, and time estimate. The desirability dimension called for a response in one of three categories--undesirable, desirable, very desirable. Similarly, the feasibility dimension called for a response in one of the three categories--unfeasible, feasible, highly feasible. The time estimate dimensions called for a response in one of four categories--happening at present, will happen by 1984, will happen by 1989, and other. The response format is displayed below.

Circle One Response in Each Category

Desirability			Feasibility			Timing			
Undesirable	Desirable	Very desirable	Unfeasible	Feasible	Highly feasible	Is happening at present	Will happen by 1984	Will happen by 1989	Other, please specify year
1	2	3	1	2	3	1	2	3	4

In addition, the respondents were asked to supply the following information about themselves: the title of present position, years of experience in present position, years of experience in education, age, sex, ethnic background, undergraduate major and certification held. The complete questionnaire is shown in Appendix A.

The target population consisted of all high school or unit district superintendents, principals, and vocational directors in the State of Illinois. In addition to many other duties, these groups of administrators have responsibility for conducting the vocational education programs in their respective school districts.

A total of 2022 questionnaires were mailed to the above population and 546 were returned, a response rate of 27 percent. The study was conducted during May of 1979.

Statistical procedures were as follows: A chi-square test for contingency was used to test for independence between variables. In each case, item response was considered the dependent or criterion variable while one of the respondent descriptor variables (position, sex, undergraduate major, etc.) was identified as the independent variable. The procedure tested for differences in response distributions between the values of the respondent descriptor variable, that is, whether separate groups of respondents tended to view the response items in a way that might indicate certain patterns for their group. In each case, the significance level for rejecting the null hypothesis centering around equal response distribution was .05.

Upon examining the results of the chi-square analysis, it became apparent that the descriptor variables present position, years of experience in education, sex, age, and undergraduate major were significantly related to the response distributions. Therefore, only analyses using these variables are reported.

Two of the descriptor variables were collapsed into fewer categories: present position and undergraduate major. Present position was collapsed from nine categories into the three categories representing the highest frequency of respondents: superintendent, principal, and vocational director. These groups represent 80.8 percent of the total respondents. Undergraduate major was collapsed into two categories: vocational education area and others. Vocational education areas include agriculture, business education, home economics, and industrial education. No respondents indicated health occupations as an undergraduate major.

Description of Respondents

For a complete description of the respondents see pages 40-43.

Analyses of Items Responses

Table 1 displays the overall response patterns of the respondents. Examination of the undesirable category results in the following range of responses. Item two which probes the desirability of pre-service training for vocational administrators resulted in the lowest proportion of responses in the undesirable category (two percent). In contrast, item eight, which posed the possibility that the level of responsibility of vocational education administrator be equal to that of a superintendent, received a response rate in the undesirable category of seventy-nine percent. Items one, two, three, four, and five all produced response rates in the undesirable category which were below the median of sixteen percent. Conversely, items six, seven, eight, nine, and ten produced responses in the undesirable category which were above the median.

The median response rate for the very desirable category over each of the ten items was forty percent. Items one, two, three, four, and five received a response distribution which exceeded the median in the very desirable category. Item four received the highest porportion of responses in the very desirable column with fifty-seven percent. This item explored the desirability of administrators of vocational education programs possessing experience in the world-of-work. Item eight received the lowest proportion of very desirable responses with six percent.

Analysis of Responses to Item 1 - All school districts will have at least one administrator whose primary responsibility is vocational education. Descriptor variables which proved to relate significantly to Item one were the following: Present Position, Undergraduate Major, Years Experience in Education, and Age of Respondent. Vocational education directors felt strongly

Table 1

Overall Responses to Questionnaire Items by Percent in Each Category

Delphi Stimulus Item	Desirability			Feasibility			Time			
	Un.	Des.	Very	Un.	Fes.	Very	Pres Hap	by 1984	by 1989	Other
1. All school districts will have at least one administrator whose primary responsibility is vocational education.	12	46	42	40	43	18	37	14	23	26
2. Vocational education administrators will have received pre-service training in special graduate programs in administration designed for vocational education.	2	43	54	9	61	30	32	25	32	11
3. Vocational education administrators will be required to have a General Administrative or Supervisory Certificate with a vocational education endorsement.	10	48	42	15	56	29	27	22	35	17
4. All vocational education administrators will be required to have experience in the world-of-work.	6	38	57	16	49	34	42	17	27	14
5. Salaries for the vocational education administrator will be based on an administrative salary scale.	8	47	45	12	54	34	42	21	22	14
6. Salaries for the vocational education administrator will be based on the teachers' salary scale plus a differential.	58	27	15	30	51	19	54	11	12	23

Table 1 (Continued)

Overall Responses to Questionnaire Items by Percent in Each Category

Delphi Stimulus Item	Desirability			Feasibility			Time			
	Un.	Des.	Very	Un.	Fes.	Very	Pres Hap	by 1984	by 1989	Other
7. The level of federal and state funding to the district will have reached the point that a full time vocational education administrator is required.	20	42	39	38	42	20	18	18	31	34
8. The level of responsibility of the vocational education administrator will be that of a superintendent.	79	15	6	81	13	6	12	5	16	67
9. The level of responsibility of the vocational education administrator will be that of a principal.	42	41	17	39	44	17	31	14	25	30
10. The level of responsibility of the vocational education administrator will be that of a department chairperson.	43	37	20	32	46	22	52	13	17	18

positive about the desirability of having a person responsible for vocational education in the district. Sixty-eight percent responded in the very desirable category while only three percent felt the item to be undesirable. Principals, for the most part, were also positive with forty percent responding very desirable and nine percent viewing the item undesirable. The superintendents, on the other hand, appeared to feel more negatively toward the issue. Twenty-six percent of those responding felt it undesirable to have at least one administrator whose primary responsibility is vocational education. Sixteen percent of the superintendents saw the need for such a position to be very desirable.

With regard to the feasibility of item one, the major split in view seems to be between the vocational directors and the superintendents. The principals respond in a neutral pattern: that is, not significantly different from a chance distribution. As with desirability, the superintendents also see the need for a separate vocational administrator to be unfeasible. Fifty-six percent of superintendents responding indicated the unfeasible response while only eight percent indicated the highly feasible. Forty-nine percent of vocational directors indicated a feasible response and another twenty-five percent indicated a highly feasible response. Only twenty-six percent of the vocational directors felt it to be unfeasible to have at least one vocational administrator per school district.

As for the timing estimates for this item, forty-seven percent of the vocational directors indicated, as might be expected, that each district presently has such an administrator. Thirty percent of the superintendents indicated a similar response. It is to be expected that some confusion may exist regarding this matter. In the State of Illinois, each school district seeking state and federal funds for vocational education must designate a person who is responsible for collecting enrollment and follow up data and writing the local one and five year plan. It is possible that this designate is the person to whom the respondents are referring. It is of further interest to note that while sixty percent of the vocational directors see such a position occurring within the next five years, only thirty-eight percent of the superintendents share that view. The principals respond in a manner which falls between the superintendents and vocational education administrators. These responses are shown in Table 2.

Another descriptor variable which was significantly related to item one responses was undergraduate major. A significantly larger proportion of respondents with a vocational education undergraduate background felt the need for a vocational administrator whose primary responsibility is vocational education. Fifty percent responded in the very desirable category. Persons with a background in an area outside vocational education felt less positively toward this item. However, it should be noted that a large proportion, forty-eight percent, responded in the desirable category.

With regard to the feasibility of the item, approximately the same percentage of all respondents indicated the feasible category including forty-three percent of the vocational educators and forty-two percent of the others. The extreme responses, on the other hand, showed a similar pattern displayed in the desirability category. Larger numbers of vocational educators felt the item to be highly feasible while more persons from other majors felt it to be unfeasible..

Table 2

Analysis of Responses to Item 1 By Present Position of Respondents

Position	Item Response by Dimension and Category (%)												
	Desirability				Feasibility				Time				
	N	Un.	Des.	Very	N	Un.	Fes.	Very	N	Pres Hap	by 1984	by 1989	Other
Superintendent	141	26.2	57.4	16.3	144	56.3	36.1	7.6	117	29.9	8.5	24.8	36.8
Principal	182	8.8	51.1	40.1	183	42.1	41.0	16.9	149	34.9	14.8	28.2	22.1
Vocational Director	96	3.1	29.2	67.6	96	26.0	49.0	25.0	85	47.1	12.9	18.8	21.2

Persons with vocational education background tended to see the time when each school district would have a vocational administrator occurring sooner as compared to their counterparts with other backgrounds. Fifty-four percent of the vocational educators saw it happening within the next five years as compared to forty-nine percent of those in the "other" category. These responses are shown in Table 3.

When analyzing Item 1 by respondents' years of experience in education, the time dimension produced significant findings. Those with twenty or less years of experience and those with more than twenty years of experience exhibited a different response pattern. Those with less experience see vocational education positions coming later than those with more experience. These responses are shown on Table 4.

Analysis of Item 1 by age of respondent produced significant findings on the feasibility dimension. This finding is somewhat related to the results of the previous analysis by years of experience. The younger respondents, those under forty-five years of age, tended to see the item as unfeasible while those older respondents, those over forty-five, tended to see it as feasible. These responses are shown on Table 5.

Analysis of Responses to Item 2 - Vocational education administrators will have received pre-service training in special graduate programs in administration designed for vocational education.

Descriptor variables which were significantly related to Item two were present position, undergraduate major, and gender of the respondent. As with Item one, the majority of the disagreement appears to be between the superintendents and the vocational directors. The principals responded in a manner which was not significantly different from the group as a whole.

Table 3

Analysis of Responses to Item 1
By Undergraduate Major of Respondents

Undergraduate Major	Item Response by Dimension and Category (%)												
	Desirability				Feasibility				Time				
	N	Un.	Des.	Very	N	Un.	Fes.	Very	N	Pres Hap	by 1984	by 1989	Other
Vocational Education Departments	175	9.1	41.1	49.7	178	33.1	43.3	23.6	155	45.2	8.4	20.0	26.5
Other Departments	354	13.6	47.7	38.7	356	42.7	42.4	14.9	294	33.0	16.3	25.2	25.5

Table 4

Analysis of Responses to Item 1 on the Time Dimension By Years of Experience in Education of Respondents

Years of Experience	Responses in the Time Dimension (%)				
	N	Time			
		Pres Hap	by 1984	by 1989	Other
1 thru 10 years	46	37.0	21.7	26.1	15.2
11 thru 20 years	175	30.9	10.9	22.3	36.0
21 thru 30 years	177	42.9	14.1	23.7	19.2
31 years and over	31	41.9	16.1	16.1	25.8

Table 5

Analysis of Responses to Item 1 on the Feasibility Dimension by Age of Respondents

Age of Respondents	N	Responses on the Feasibility Dimension(%) Feasibility Un.	Feas.	Very
34 years and under	89	43.8	43.8	12.4
35 thru 44 years	179	47.5	38.0	14.5
45 thru 54 years	207	32.9	44.9	22.2
55 years and over	59	32.2	47.5	20.3

Sixty-nine percent of the vocational directors feel it highly desirable for persons to have special training in vocational education administration. None of the vocational directors responded in the undesirable category. Only forty percent of the superintendents viewed pre-service training as very desirable, however, fifty-seven percent viewed it as desirable.

With respect to feasibility, seventy-one percent of the superintendents tended to see this item as feasible while forty-one percent of the vocational directors saw it as highly feasible.

When asked to estimate the time by which pre-service training for vocational education administrators might occur, fifty percent of the vocational directors indicated that such training is presently offered as compared to twenty-five percent of the principals and twenty-five percent of the superintendents. These responses are shown on Table 6.

Undergraduate major appeared to be an important factor in shaping the respondents' opinion about the desirability of Item two. Sixty-three percent of the persons with vocational education backgrounds felt that special pre-service training is very desirable as compared with forty-nine percent of those with other backgrounds. The time estimate for such training to take place also was significantly related to undergraduate major. Forty-one percent of the vocational educators believe that there are presently special pre-service training programs for vocational administrators while only twenty-seven percent of those with other backgrounds so indicated. These responses are shown on Table 7.

It is interesting to note the difference of opinion with respect to the desirability of pre-service training when analyzed by gender of the respondent. Eighty-two percent of the female respondents felt it very desirable to

Table 6

Analysis of Responses to Item 2
By Present Position of Respondents

Position	Item Response by Dimension and Category (%)												
	Desirability				Feasibility				Time				
	N	Un.	Des.	Very	N	Un.	Fes.	Very	N	Pres Hap	by 1984	by 1989	Other
Superintendent	141	2.8	57.4	39.7	139	10.1	70.5	19.4	123	25.2	21.1	39.8	13.8
Principal	183	2.2	46.4	51.4	179	11.2	60.3	28.5	150	25.3	28.7	33.3	12.7
Vocational Director	96	0.0	31.3	68.8	97	5.2	53.6	41.2	88	50.0	26.1	15.9	8.0

Table 7

Analysis of Responses to Item 2
By Undergraduate Major of Respondents

Undergraduate Major	Item Responses by Dimension and Category(%)								
	Desirability				Time				
	N	Un.	Des.	Very	N	Pres Hap	by 1984	by 1989	Other
Vocational Education Departments	174	1.7	35.6	62.6	155	41.3	20.0	27.7	11.0
Other Departments	354	2.5	48.3	49.2	298	26.5	27.9	34.2	11.4

receive such training while fifty-two percent of the males were of that opinion. These responses are shown on Table 8.

Analysis of Responses to Item 3 - Vocational education administrators will be required to have a general administrative or supervisory certificate with a vocational education endorsement.

Descriptor variables showing significant differences in response distributions for Item three included present position and gender of respondent. The variable present position shows a significant relationship to each of the responses for Item three. Vocational directors find it very desirable for vocational administrators to have a special endorsement with sixty-three percent responding in that category. Superintendents, on the other hand, are more opposed to the endorsement as only twenty-seven percent reported very desirable and nineteen percent responded in the undesirable category. Only four percent of the vocational directors responded in the undesirable category. It should be noted that although vocational directors in the State of Illinois are presently required to possess the general administrative certificate, it is not endorsed for vocational education. Principals appear to have opinions similar to the vocational directors, however, fewer reported in the very desirable category.

The disagreement between the superintendents and vocational directors continues with the question of the feasibility of the special endorsement. Twenty percent of the superintendents regard the concept as unfeasible as compared with seven percent of the vocational directors. Forty-seven percent of the vocational directors feel the endorsement to be highly feasible as compared to sixteen percent of the superintendents. Principals responded in a manner between the two other groups and had response distributions which

Table 8

Analysis of Responses to Item 2
on the Desirability Dimension by Gender of Respondents

Gender of Respondent	N	Responses on the Desirability Dimension (%)		
		Desirability		
		Un.	Des.	Very
Male	491	2.2	45.4	52.3
Female	27	0.0	18.5	81.5

were not significantly different from chance.

With respect to the time dimension, it is interesting to note that forty-six percent of vocational directors believe a vocational education endorsement is currently required. As pointed out previously, a general administrative certificate is required, however, there is no such endorsement. These responses are shown on Table 9.

The only other descriptor variable which showed a significant relationship with Item three was gender of the respondent. Although the contingency proved to be highly significant ($P < .01$) it appeared to be caused by the differences between the desirable and very desirable categories. Female administrators tended to respond in the very desirable column (seventy percent),while males appeared to divide their responses between the categories: fifty percent desirable and forty-one percent very desirable.

The factor which causes the time estimate table to become significant is the difference in those who believe that a vocational endorsement is presently provided. Fifty percent of the female administrators responded in this manner as compared to twenty-five percent of their male counterparts. These responses are shown on Table 10.

Analysis of Responses to Item 4 - All vocational education administrators will be required to have experience in the world-of-work.

Descriptor variables which showed significantly different response distributions for Item four were present position, age, and gender of respondent. Principals responded to Item four in a manner not significantly different from the total response group. The vocational directors, however, felt it very desirable for a vocational administrator to have experience in the world-of-work. Seventy-seven percent of the vocational directors responded in

Table 9

Analysis of Responses to Item 3
By Present Position of Respondents

Position	Item Response by Dimension and Category (%)												
	Desirability				Feasibility				Time				
	N	Un.	Des.	Very	N	Un.	Fes.	Very	N	Pres Hap	by 1984	by 1989	Other
Superintendent	146	18.5	54.8	26.7	142	20.4	63.4	16.2	109	12.8	21.1	45.9	20.2
Principal	183	7.7	55.7	36.6	178	16.9	59.0	24.2	146	25.3	19.2	38.4	17.1
Vocational Director	95	4.2	32.6	63.2	95	7.4	45.3	47.4	82	46.3	20.7	20.7	12.2

Table 10

Analysis of Feasibility and Time Dimension Responses to Item By Gender of Respondents

Gender of Respondent	Responses by Dimension and Category (%)								
	Desirability				Time				
	N	Un.	Des.	Very	N	Pres Hap	by 1984	by 1989	Other
Male	497	9.9	49.5	40.6	403	25.1	21.8	35.7	17.4
Female	27	7.4	22.2	70.4	24	50.0	20.8	20.8	8.3

the very desirable category. Only three percent indicated that such experience is undesirable. Slightly more superintendents (eight percent) responded in the undesirable category, although a vast majority agreed that experience in the world-of-work is at least desirable.

Significantly more principals and superintendents, twenty percent and twenty-two percent respectively, felt that work experience would be an unfeasible expectation of vocational administrators, as compared to the vocational directors where only six percent responded in the unfeasible category. It might be expected that the vocational directors, many of whom probably have work experience, would respond in this manner. No data, however, was collected in this study to determine the extent of respondent experience in the world-of-work.

When asked about the time administrators will be expected to have work experience, the vocational directors appeared to be more optimistic, fifty-five percent of the vocational directors responded that administrators of vocational education programs are presently required to have such experience. Although not required in a technical sense, an administrator who had prior teaching experience in a reimbursable vocational program would have had work experience since it is a requirement for such teachers. Teaching experience is a requirement for the general administrative certificate, however, it may be in any teaching speciality. It would be expected that most of the vocational directors have teaching experience in one of the areas of vocational education. These responses are shown on Table 11.

Analyzing responses to Item four by age of respondents, it is interesting to note that the younger administrators appear to find work experience undesirable. Ten percent of those thirty-four and younger responded in that category while only two percent of those fifty-five and older thought it

Table 11

Analysis of Responses to Item 4
By Present Position of Respondents

Position	Item Response by Dimension and Category (%)												
	Desirability				Feasibility				Time				
	N	Un.	Des.	Very	N	Un.	Fes.	Very	N	Pres Hap	by 1984	by 1989	Other
Superintendent	144	7.6	52.1	40.3	145	22.1	55.2	22.8	114	36.8	9.6	36.8	16.7
Principal	182	7.1	41.8	51.1	182	19.8	53.3	26.9	142	36.6	20.4	26.8	16.2
Vocational Director	96	3.1	19.8	77.1	98	6.1	38.8	55.1	82	54.9	24.4	14.6	6.1

undesirable. The trend holds when looking at those responding in the very desirable column. Sixty-three percent and sixty-six percent of those between the ages of forty-five and fifty-four and fifty-five and over respectively responded in this manner. This is to be compared with forty-nine percent and fifty percent of those under the age of thirty-five and those between the ages of thirty-five and forty-four, respectively. These responses are shown on Table 12.

When examining the responses to Item four with respect to the gender of the respondent, it can be seen that eighty-two percent of the female administrators felt it very desirable to have experience in the world-of-work. The significant difference in the distributions is attributed to that fact that male administrators' responses were more evenly distributed between the desirable and very desirable categories while females tended to favor the very desirable category. These responses are shown on Table 13.

Analysis of Responses to Item 5 - Salaries for vocational education administrators will be based on an administrative salary scale.

Descriptor variables which showed a significant difference in response distributions for Item five were present position and years of experience in education. Principals and superintendents expressed some agreement with regard to the question of appropriate salary scale for the vocational education administrator. The vocational directors, on the other hand, appear to find the idea of basing their salary on an administrative scale very desirable with seventy-seven percent responding in this manner. Principals and superintendents find it desirable, fifty-eight percent and fifty-eight percent respectively, and more of them feel it to be undesirable.

Table 12

Analysis of Responses to Item 4 on the Desirability Dimension by Age of Respondent

Age of Respondent	Responses on the Desirability Dimension (%)			
	N	Desirability		
		Un.	Des.	Very
34 years and under	89	10.1	40.4	49.4
35 thru 44 years	176	6.8	43.2	50.0
45 thru 54 years	208	3.8	33.7	62.5
55 years and over	58	1.7	32.8	65.5

Table 13

Analysis of Responses to Item 4 on the Desirability Dimension by Gender of Respondent

Gender of Respondent	Responses on the Desirability Dimension (%)			
	N	Desirability		
		Un.	Des.	Very
Male	495	5.9	39.2	54.9
Female	27	3.7	14.8	81.5

With regard to the feasibility of such a salary arrangement, the vocational directors find it highly feasible with fifty-six percent responding in that manner. A majority of the principals and superintendents, approximately sixty-one percent, feel it feasible to place vocational administrators on such a salary scale. These responses are shown on Table 14.

When analyzing the feasibility of placing vocational education administrators on an administrative salary scale by respondents' years of experience, it can be seen that those with more experience tend to find it highly feasible. Administrators with more than twenty years of experience in education tend to aggregate in that category including thirty-nine percent of those with twenty-one to thirty years and fifty percent of those with over thirty years of experience. The administrators with fewer years experience tend to find it feasible rather than highly feasible. These responses are shown on Table 15.

Analysis of Responses to Item 6 - Salaries for the vocational education administrators will be based on the teachers' salary scale plus a differential.

None of the descriptor variables were significantly related to Item six. Respondents in each of the administrative positions tended to agree that placing the vocational administrator on a teachers' salary scale would be undesirable with fifty-seven percent responding in the manner. Thirty percent felt it desirable and thirteen percent very desirable.

Analysis of Responses to Item 7 - The level of federal and state funding to the district will have reached the point that a full time vocational education administrator is required.

Descriptor variables which showed significantly different response distributions for Item seven were present position and gender of respondent.

Table 14

Analysis of Responses to Item 5 on the Desirability and Feasibility Dimension by Present Position of Respondents

Position	Responses by Dimension and Category (%)							
	Desirability				Feasibility			
	N	Un.	Des.	Very	N	Un.	Fes.	Very
Superintendent	137	11.7	58.4	29.9	136	15.4	61.8	22.8
Principal	182	9.9	57.7	32.4	178	12.4	61.2	26.4
Vocational Director	91	2.2	20.9	76.9	91	6.6	37.4	56.0

Table 15

Analysis of Responses to Item 5
on the Feasibility Dimension by Years of Experience of Respondents

Years of Experience	Responses on the Feasibility Dimension (%)			
	N	Feasibility		
		Un.	Feas.	Very
1 thru 10 years	59	13.6	57.6	28.8
11 thru 20 years	197	9.1	65.0	25.9
21 thru 30 years	201	14.9	45.8	39.3
31 years and over	38	5.3	44.7	50.0

Principals appear to feel it desirable to have a required position of vocational education administrator with forty-nine percent so responding. Vocational directors, as might be expected, feel it very desirable since fifty-one percent responded in that manner. Superintendents felt less favorably toward the item as thirty-one percent responded in the undesirable category.

With regard to the feasibility of the item, similar patterns emerged. Although a large proportion, (forty-two percent), of all respondents felt it unfeasible to require a full time administrator, only thirty percent of the vocational directors responded in the unfeasible category, a significantly smaller number when compared to the other positions. Fifty-four percent of the superintendents and thirty-nine percent of the principals responded in this manner.

When looking at the time dimension table, the "other" category displays interesting findings. Forty-seven percent of the superintendents responded in this category. Examination of the comments written on the questionnaire by the respondents who chose the "other" category shows that, for the most part, their answer should be taken to mean "never" or "not in the forseeable future." These responses are shown on Table 16.

When examining the table relating the gender of the respondent to Item seven it can be seen that the male administrators responded in a manner not significantly different from the total group. Female administrators, however, appeared to find it very desirable with sixty-eight percent responding in that manner. However, female administrators comprise only five percent of the total respondent group.

A similar distribution appears in the feasibility table with a

Table 16

Analysis of Responses to Item 7
By Present Position of Respondents

Position	Item Response by Dimension and Category (%)												
	Desirability				Feasibility				Time				
	N	Un.	Des.	Very	N	Un.	Fes.	Very	N	Pres Hap	by 1984	by 1989	Other
Superintendent	140	30.7	39.3	30.0	141	53.9	37.6	8.5	103	9.7	11.7	32.0	46.6
Principal	178	21.3	48.9	29.8	175	38.9	44.0	17.1	133	13.5	20.3	36.8	29.3
Vocational Director	92	10.9	38.0	51.1	92	30.4	40.2	29.3	76	26.3	14.5	32.9	26.3

significantly larger proportion (thirty-seven percent) of the female administrators responding in the highly feasible category as compared to nineteen percent of their male counterparts. These responses are shown on Table 17.

Analysis of Responses to Item 8 - The level of responsibility of the vocational education administrator will be that of a superintendent.

Descriptor variables which showed significantly different response distributions for Item eight were present position and undergraduate major. The majority of the respondents, eighty percent, felt it undesirable to have the vocational education administrator's level of responsibility that of a superintendent. Vocational directors were less opposed to the concept as only sixty-three percent of them responded in this manner as compared to eighty-six percent of the principals and eighty-five percent of the superintendents.

A similar distribution of responses can be seen on the feasibility dimension. Sixty-seven percent of the vocational directors found it unfeasible as compared to eighty-three percent of the principals and eighty-five percent of the superintendents. Eighty percent of the group as a whole found it unfeasible to have the level of responsiblity of the vocational administrator that of a superintendent.

When looking at the time estimate dimension from Item eight it can be seen that a majority (sixty-seven percent) of the total group of respondents indicated the "other" category. As has been pointed out previously, this category can be considered to mean "never happening" or not happening in the forseeable future. The vocational directors are as in previous item

Table 17

Analysis of Responses to Item 7 on the Desirability and Feasibility Dimensions by Gender of Respondent

Gender of Respondent	Responses by Dimension and Category(%)							
	Desirability				Feasibility			
	N	Un.	Des.	Very	N	Un.	Fes.	Very
Male	482	20.5	42.7	36.7	479	39.2	42.2	18.6
Female	25	12.0	20.0	68.0	27	22.2	40.7	37.0

responses more optimistic than the other administrators. Seventeen percent of the vocational directors responded in the "happening presently" column as compared to eight percent of the principals and six percent of the superintendents. This response might be explained by the number of persons who have the title of vocational director and are placed in the upper levels of school district administration. No data was gathered in this study to determine the level of administrative function which such a person is assigned; however, many larger school districts place the vocational director at the level of assistant superintendent. These responses are shown in Table 18.

When comparing the undergraduate major with responses to Item eight a significant difference in the distribution occurs. Although a majority of the total group of the respondents, seventy-nine percent, found Item eight undesirable, administrators with vocational education backgrounds, as pointed out previously, are less opposed to the concept. Seventy-two percent of the vocational educators listed undesirable compared to eighty-three percent of persons with other backgrounds.

A response that is similar to previous distributions can be seen in the time dimension responses. The significance which occurs between the two groups does so at the "happen by 1989" category and the "other" category. It would appear that those with vocational education backgrounds are once again more optimistic about the level of responsiblity than respondents with other backgrounds. These responses are shown on Table 19.

Analysis of Responses to Item 9 - The level of responsiblity of the vocational education administrator will be that of a principal.

Descriptor variables which were significantly related to Item nine were

Table 18

Analysis of Responses to Item 8
By Present Position of Respondent

Position	Item Response by Dimension and Category (%)												
	Desirability				Feasibility				Time				
	N	Un.	Des.	Very	N	Un.	Fes.	Very	N	Pres Hap	by 1984	by 1989	Other
Superintendent	140	85.0	10.7	4.3	142	85.2	12.0	2.8	78	6.4	3.8	16.7	73.1
Principal	182	85.7	11.5	2.7	181	82.9	14.4	2.8	95	8.4	3.2	15.8	72.6
Vocational Director	96	62.5	26.0	11.5	95	67.4	18.9	13.7	64	45.8	10.9	21.9	50.0

Table 19

Analysis of Responses to Item 8
on the Desirability and Time Dimension by Undergraduate Major

Undergraduate Major	Responses by Dimension and Category (%)								
	Desirability				Time				
	N	Un.	Des.	Very	N	Pres Hap	by 1984	by 1989	Other
Vocational Education Departments	176	71.6	20.5	8.0	110	13.6	4.5	23.6	58.2
Other Departments	353	83.0	11.6	5.4	197	10.7	4.6	12.2	72.6

present position, years of experience in education, and undergraduate major. The entire group of respondents appears to find it more desirable for the vocational education administrator to have a level of responsibility equal to that of a principal as compared to superintendent. Only forty-two percent of the total group checked the undesirable category for Item nine as compared to the eighty percent for Item eight. The principals seemed to be the group which was the most opposed as fifty-eight percent responded in the undesirable category. This response can be compared to thirty-nine percent of the superintendents and sixteen percent of the vocational directors who responded in the undesirable category.

With respect to the feasibility of Item nine,superintendents responded in a manner which is not different from the distribution of the group as a whole. The vocational directors feel positively about the feasibility of having a level of responsibility equal to that of a principal while the administrators and principals were less positive. Fifty percent of the principals indicated an unfeasible response as compared to eighteen percent of the vocational directors.

The differences in responses on the time dimension are similar to those described for Item eight. More principals than any other group indicated the "other" category (forty-two percent) as compared to twenty-eight percent of the superintendents and sixteen percent of the vocational directors. These responses are shown on Table 20.

Table 21 shows the perceived desirability of Item nine when analyzed by the number of years of experience in education. Administrators with ten or less years of experience tended to respond toward the undesirable end of the scale. Fifty-three percent of these indicated an undesirable

Table 20

Analysis of Responses to Item 9
By Present Position of Respondents

Position	Item Response by Dimension and Category (%)												
	Desirability				Feasibility				Time				
	N	Un.	Des.	Very	N	Un.	Fes.	Very	N	Pres Hap	by 1984	by 1989	Other
Superintendent	142	38.7	50.0	11.3	142	39.4	46.5	14.1	99	33.3	11.1	27.3	28.3
Principal	181	58.0	28.7	13.3	179	50.3	38.5	11.2	111	26.1	12.6	18.9	42.3
Vocational Director	92	16.3	52.2	31.5	95	17.9	49.5	32.6	76	43.4	15.8	25.0	15.8

Table 21

Analysis of Item 9 on the Desirability Dimension by Years of Experience of Respondents

Years of Experience	Responses in the Desirability Dimension (%)			
	N	Desirability		
		Un.	Des.	Very
1 thru 10 years	61	52.5	37.7	9.8
11 thru 20 years	196	42.9	41.8	15.3
21 thru 30 years	206	40.8	43.2	16.0
31 years and over	39	23.1	43.6	33.3

response while ten percent responded in the very desirable category. Comparing this group with the high experience group shows an interesting reversal. Twenty-three percent of this group indicated an undesirable response while thirty-three percent chose the very desirable response.

The variable undergraduate major shows a similar distribution to that seen for Item eight. Those with backgrounds in vocational education found Item nine more desirable than those with backgrounds outside vocational education. These responses are shown on Table 22.

Analysis of Responses to Item 10 - The level of responsibility of the vocational education administrator will be that of a department chairperson.

The descriptor variable which was significantly related to Item ten was present position. As with the two prior items, Item ten also displays a significant difference with regard to present position. The vocational directors, however, appear to be most opposed to having the level of responsibility of the vocational education administrator equal to that of a department chairperson. Sixty-five percent of the vocational directors checked the undesirable category as compared to thirty-two percent of the principals and thirty-nine percent of the superintendents. The trend continued in the feasibility dimension. Forty-three percent of the vocational directors felt that Item ten was unfeasible. Only twenty-four percent of the principals and thirty-three percent of the superintendents indicated the unfeasible column. These responses are shown on Table 23.

Some interesting insights emerge from the present position responses for Items eight, nine and ten. Principals were most in favor of having the vocational administrators responsibility be at the level of a department chairperson. They were most opposed to having the responsibility be that of

Table 22

Analysis of Item 9 on the Desirability Dimension by Undergraduate Major of Respondents

Undergraduate Major	N	Responses in the Desirability Dimension (%)		
		Desirability		
		Un.	Des.	Very
Vocational Education Departments	173	35.3	42.2	22.5
Other Departments	350	44.9	41.4	13.7

Table 23

Analysis of Responses to Item 10 on the Desirability and Feasibility Dimensions by Present Position of Respondents

Position	Responses by Dimension and Category (%)							
	Desirability				Feasibility			
	N	Un.	Des.	Very	N	Un.	Fes.	Very
Superintendent	141	39.0	47.5	13.5	143	32.9	55.2	11.9
Principal	179	31.8	43.0	25.1	177	23.7	49.2	27.1
Vocational Director	94	64.9	17.0	18.1	93	43.0	34.4	22.6

a superintendent. Superintendents were in virtual agreement with the principals on these items. They indicated department chairperson, (with princiapl a very close second), as the most desirable level of responsibility and superintendent as the most undesirable level of responsiblity. The vocational directors, on the other hand,indicated that responsibility equal to the level of principal was the most desirable and felt that department chairperson to be the most undesirable.

Summary and Conclusions

The descriptor variable which resulted in the majority of differences observed in this study was present position of the respondent. This variable revealed significantly different response distributions between the positions for each item with the exception of Item six which dealt with the desirability of the vocational administrator being placed on a teachers' salary scale plus a differential. As the position under analysis is an administrative one it is not surprising that the administrators being surveyed did not disagree on this issue. The majority of respondents, fifty-seven percent, found the concept of an administrator being placed on a teachers' salary schedule to be undesirable.

Superintendents appeared to dislike the concept of requiring that a single administrator be responsible for vocational education as shown in Item one. This is supported by the similar proportion of superintendents who chose the undesirable category in response to Item three which relates to requiring a vocational education endorsement. Principals in each case responded in a manner which was significantly more positive. The vocational directors, as might be expected, felt that it was very desirable for each school district to have a single administrator responsible for vocational education programs and that that person hold a special vocational education endorsement.

Item two, which relates to vocational educational administrators having pre-service training, appears to be much more palatable to the entire group of respondents; very few respondents checked the undesirable column, however, a greater percentage of vocational directors responded in the very desirable category. Item seven which related to an issue similar to that in Item one was met with even greater disfavor. Item seven probed perceptions about levels of state and federal funding; however, the addition of the requirement of a full time vocational administrator probably makes the item unappealing to superintendents and principals. Even the proportion of vocational directors responding in the undesirable category increased drastically in Item seven as compared to Item one. Upon comparing the response patterns of Items one, three and seven a conclusion becomes apparent: requirements and mandates are most distasteful to educational administrators. A further conclusion might be that chief school district administrators find them more distasteful than building administrators such as principals who in turn are more opposed to requirements and mandates than program administrators such as the vocational director.

As indicated earlier, there is considerable disagreement about the level of responsibility of the vocational administrator. This disagreement may have been the result of a difference in interpretation of the item. The "level of responsibility" could be confused with "level of control." Vocational directors who adminster at the program level which often crosses department lines, quite naturally see the level of responsibility as that of at least a principal. They might also see the need for control at that level also. The principals were quite opposed to having the level of responsibility of the vocational education administrator at the level of principal. However, this is where a confusion between responsibility and control might come into play. As pointed out previously, the superintendents were in virtual agreement with the principals.

Some of the more interesting response distributions (and some of those more difficult to explain), are those which are significant with respect to years of experience in education. The stereotype of the "old" administrator who is "set in his ways" and "negative as can be" seems to have been dispelled by these data. In most cases where years of experience and age resulted in significantly different response distributions, the young and those with fewer years of experience tended to respond in the negative manner. The "old and experianced" administrator responded in the desirable and feasible columns.

Although respondent gender proved to reveal different response distributions it should be pointed out that the small number of female administrators in the sample may have had an impact on the outcome. The data collected in this study, however, do accurately reflect the feelings of a sample of female administrators.

This study was undertaken to ascertain prevailing attitudes of practicing administrators toward the administration of vocational education programs. Some interesting data were collected which prompted several conclusions and which indicated differences in perception among administrators at various levels of responsibility, from various educational backgrounds, of various amounts of experience, and of differing age levels. It is the hope of the researchers that the data collected and reported herein will provide a springboard for further investigation in order to seek solutions to problems, foster understanding and finally provide the best possible vocational education programs for the youth and adults of this country.

Appendix A

Survey of Future Needs in Vocational Education Administration Survey

May 1979

* * * * * * * * * *

You are asked to participate in a study being conducted by the New Opportunities in Vocational Education Program at Northern Illinois University. The purpose of this study is to determine the judgements of selected educational leaders in the State of Illinois about the management of Vocational Education Programs and the role women and minority group persons will play in managing those programs in the future.

The instrument is short and should take less than 10 minutes to complete. All responses will remain confidential and no one will be identified by person, school, or school district.

Please respond to each item by circling a choice in each response category. Upon completing the instrument, please mail it immediately in the enclosed envelope to Frederick P. Frank, Associate Professor, Educational Administration Center, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115.

Your participation in this study is sincerely appreciated. **THANK YOU VERY MUCH.**

About you: The title of your present position ______________________________

Years of experience in present position ______ Years of experience as an educator ______

Your age ______ Your sex ______ Your ethnic background ______________________

Undergraduate Major ______________________ Certification Held ______________________

* * * * * * * * * * *

	Circle One Response in Each Category									
	Desirability			Feasibility			Timing			
	Undesirable	Desirable	Very desirable	Unfeasible	Feasible	Highly feasible	Is happening at present	Will happen by 1984	Will happen by 1989	Other, please specify year
1. All school districts will have at least one administrator whose primary responsibility is vocational education.	1	2	3	1	2	3	1	2	3	4 ____
2. Vocational education administrators will have received pre-service training in special graduate programs in administration designed for vocational education.	1	2	3	1	2	3	1	2	3	4 ____
3. Vocational education administrators will be required to have a general administrative or supervisory certificate with a vocational education endorsement.	1	2	3	1	2	3	1	2	3	4 ____
4. All vocational education administrators will be required to have experience in the world-of-work.	1	2	3	1	2	3	1	2	3	4 ____
5. Salaries for the vocational education administrators will be based on an administrative salary scale.	1	2	3	1	2	3	1	2	3	4 ____
6. Salaries for the vocational education administrators will be based on the teachers' salary scale plus a differential.	1	2	3	1	2	3	1	2	3	4 ____
7. There will be a percentage of female vocational education administrators equal to the percentage of females enrolled in vocational education programs.	1	2	3	1	2	3	1	2	3	4 ____

(OVER)

	Circle One Response in Each Category									
	Desirability			Feasibility			Timing			
	Undesirable	Desirable	Very desirable	Unfeasible	Feasible	Highly feasible	Is happening at present	Will happen by 1984	Will happen by 1989	Other, please specify year
8. There will be a percentage of minority group member vocational education administrators equal to the percentage of minority group students enrolled in vocational education programs.	1	2	3	1	2	3	1	2	3	4 ____
9. The level of federal and state funding to the district will have reached the point that a full-time vocational education administrator is required.	1	2	3	1	2	3	1	2	3	4 ____
10. The level of responsibility of the vocational education administrator will be that of a superintendent.	1	2	3	1	2	3	1	2	3	4 ____
11. The level of responsibility of the vocational education administrator will be that of a principal.	1	2	3	1	2	3	1	2	3	4 ____
12. The level of responsibility of the vocational education administrator will be that of a department chairperson.	1	2	3	1	2	3	1	2	3	4 ____
13. The State Legislature will have quotas for hiring females for the role of vocational education administrators.	1	2	3	1	2	3	1	2	3	4 ____
14. The State Legislature will have quotas for hiring minority group members for the role of vocational education administrators.	1	2	3	1	2	3	1	2	3	4 ____
15. Special programs will be supported by DAVTE/IOE for training women and minority group members for the role of vocational education administrators.	1	2	3	1	2	3	1	2	3	4 ____
16. Educators with a home economics background will be considered as qualified as any other vocational educators to be vocational education administrators.	1	2	3	1	2	3	1	2	3	4 ____
17. Educators with a business education background will be considered as qualified as any other vocational educators to be vocational education administrators.	1	2	3	1	2	3	1	2	3	4 ____
18. School district educational leaders will encourage talented women and minority group members to seek certification in order to qualify for vocational administrative positions in the district.	1	2	3	1	2	3	1	2	3	4 ____
19. School district educational leaders will encourage the creation of in-service programs which will assist women and minority group members in preparing for educational leadership positions.	1	2	3	1	2	3	1	2	3	4 ____